

Educational Supplement

NOVEMBER 18 1983 NUMBER 3518

FIRST PUBLISHED 1910 PRICE 50p

PERSONAL

Nowadays I try hard to explain that this report on the education of the handicapped is more than five years old; even the 1981 Act is getting on, no longer a baby but at least a toddler. And I, who was never at any time an expert on special education, am now totally out of date, and in any case immersed in the affairs of yet younger people, such as four-year embryos fertilized in a test-tube. But I suppose that just as "Plowden" means primary schools, so perhaps my philosophical colleague, Bernard Williams, will be forever stuck with pornography, and I with special education.

Sometimes I think back to the report and wonder where we went wrong. Recently, for example, I heard some educational psychologists complaining that just when their contribution was beginning to be better understood by schools and by parents, they found they had no time to carry out their proper tasks because they were so busy completing statements for children with special needs. I began to try to find out how many statements were in fact completed, and of course I didn't get very far. But such evidence suggested that far more children were the subject of statements than we had envisaged, and that, at least in some local authorities and in some schools,

the presumption seemed to be that if anything at all was to be done for a child, she would have to have a statement.

We introduced the idea of the statement (though we called it by a different name) with extreme reluctance, for we could see some of the dangers. In the report we had severely tried to break down the sharp distinction between the "handicapped" and the "normal" child. We had attempted to render intelligible the idea of a continuum of ability, from the lowest to the highest, and of a variety of different needs, some quite temporary, others permanent, which might be manifest all along the continuum.

But with the statement we were all over again introducing a cut-off point, between children who had them and those who did not. The most severely disabled children, for whom statements were thought necessary, were in a different category from the rest.

We did not see how this could be avoided, however, if the interests of these children were to be safeguarded. A record was necessary of how their educational need had been assessed, so that it could be checked, by parents or local authority, to see that the recommended provision had been made available; and it was essential



Mary Warnock

that the record and the assessment should be kept up to date. We thought this more important for the very severely handicapped, than any other consideration.

We were also comforted by the fact that statements would be made only for the few children with perfectly manifest and possibly permanent educational problems. We never worked

out how many such children there would be; but I suppose we thought that there would be fewer than the 2 per cent of children who were in special schools at the time the report was written.

But now it seems that the statement is playing a quite different part in the educational system. It is as if some schools had decided that only children with statements could be treated as having special needs, and a "statement" child is becoming, all over again, a "special" child.

I suppose we were naive not to foresee this. We listed four different stages of assessment, and it was as a result only of the final stage that we thought a statement would emerge. But the first three assessment stages seem to have got lost.

Of course, the first two were to be entirely school-based. And it may well be that in good schools the kind of consultation we envisaged happens anyway, and is hardly noticed as anything so formal as an "assessment".

In good schools, too, as a result of such consultation among teachers, changes may be made in the curriculum of the child, or such simple devices tried as placing her at the front of the class, or getting her hearing tested. Good schools have an inbuilt flexibility

and a readiness to make exceptions where they are needed.

But alas this is comparatively rare, and the reason is not just lack of money but also lack of imagination. Moreover, I fear that the proliferation of statements may have two sinister aspects. The first is that the more statements it can boast among its pupils, the more resources it will command. It becomes the pattern, then, that children will be the subject of statements not for their own care but for that of the school. Secondly, it may be that teachers will begin to hold that if a child is "statemented", she is no longer the concern of the ordinary teacher. The buck can be passed; she becomes someone else's worry.

I see no way to avoid these dangers except to go back to the spirit of the report (and of the 1981 Act) and regard the drawing up of a statement as a last resort. Only so will children with special needs take their proper place in schools, not as freaks or odd-balls but as part of the regular and expected pupil roll.

Schools must change, if this is to happen, not least in their attitude to examination results. This is not a different story; it is, I believe, part of the same melancholy tale.

DIARY

Full marks for trying...

This week I turn my attention from the "plowden" to the "plowden" and say the searchlight towards those of the London borough of Bromley - though I am informed by a Dr Page, its senior secondary bureaucrat, that "11-plus" is not a term one employs in Bromley.

Pity the poor Bromley bureaucrats - their problems are twofold, in coping with the selection procedures for the two grammar schools they have now been operating for the past three years. The first is that they can't get enough teachers to mark the achievement tests which 800-odd eager Bromley 11-year-olds sit each January, instigated to do so by anxious and ambitious mummies and daddies from Penge to Petts Wood. "It's a nightmare to get them marked," says Dr Page.

The other problem is that some of these mummies and daddies have been making quite serious allegations - not one of which, Dr Page hastens to assure me, has been remotely substantiated - against the good primary teachers of the borough, accusing them of coaching 11-year-olds, and even leaving their exam papers, thereby depriving their own highly intelligent (but uncoached) offspring of the precious grammar school place they so richly deserve.

Set, by their political masters, the task of solving this 11-plus conundrum, the bureaucrats of Bromley have been imaginative. They have come up with a scheme which will kill two birds - or rather 800 Bromley 11-year-olds - with one stone. They are going to use student teachers to do the marking, stipulating only that they should not be residents of the London borough of Bromley, to avoid what would inevitably be the next flood of allegations - that older brothers and sisters were secretly helping their siblings over the hurdles.

They are offering the students the princely sum of £3 per hour for invigilation, 50p for each double-marked script and £1 for travelling expenses. I'm not to have to report that they have already come up against one snag. They went to Goldsmiths College for a supply of student labour and were politely told that it would be both "impracticable and inappropriate" for their students to take part.

Happily, however, a very full co-operation, though it's yet to be seen how many student selectors this particular college employment agency will

be able to produce.

The grammar schools at the receiving end of this troublesome enterprise - Newstead Wood (for girls) and St Olave's and St Saviour's (for boys) - both nestle in Orpington in the stockbroker end of the borough and only take 90 youngsters each, so the competition is considerable.

For St Olave's, its new leafy location is a pleasant relief from its original site next to London Bridge. It was piously founded for the poor of the two riverside parishes and its trust deed tediously instructs the governors to make places available to children from Southwark and Bermondsey.

So such children are allowed to apply so long as they have a note from their vicar and are willing to sit Bromley's achievement test. Unfortunately, but wholly coincidentally, during the first three years of the new selective system, no child from Southwark or Bermondsey has proved able to qualify for even one of the 180 places available each year for the indigenous young Bromley intelligentsia.

I can feel my great uncle Saville - who used to teach at St Olave's in the early years of the century - turning restlessly and unhappily in his grave.

Some Dyer prospects

To the University Grants Committee in the elegant Nash terraces of Park Crescent, to hear Sir Peter Swinnerton-Dyer - a recent open government convert - tell us how to abolish a university. He informs us that no British university has become defunct since Stamford in the twelfth century. Since he is the 16th baronet, he knows about these things. He then explains to us the nice differences between zero funding - that is, bankrupting a university (possible) and getting the Privy Council to strip it of its charter (improbable, apparently, even under Thatcher).

We gather that the most likely outcome for our smaller, doomed universities is "demotion" to



Swinnerton-Dyer: how to abolish university



Walter Goldsmith: improve links with business

polytechnic status, or perhaps cooperating with an existing polytechnic or two to form a "polyversity". The ideological right, on the other hand, seems to be thinking rather differently. They wish to perpetuate the binary divide. Some inkling of their plans was provided the other day by the Prime Minister's best friend, Mr Walter Goldsmith of the Institute of Directors. Universities should improve their links with business, he insisted, and polytechnics should be taken away from local authorities and concentrate on "technical learning".

A 1984 vision of a few clever Orpington boys graciously allowed to study business at university, and all other aspirants to higher education packed into Manpower Services Commission-run polytechnics, with political discussion forbidden, looms before my eyes. I hope it's all a horrid dream.

Lingering death?

Sir Keith, on the other hand, has proved himself less than speedy at closing things. Nearly two years ago, under orders to reduce the number of quangos, he announced the abolition of the Schools Council and the creation of two new ones - now the Cockcroft exam quango and the Blin-Stoyle curriculum one; and since the Schools Council refuses to lie down and die, he's now wound up with three of these animals.

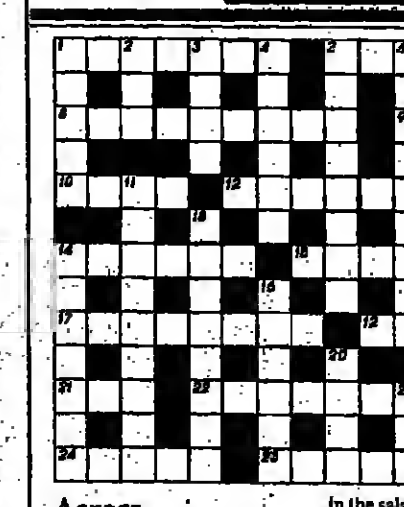
It is assumed that the Schools Council will be formally chopped, once a suitably compliant bureaucrat can be discovered to run the curriculum one. Professor B-S is only a part-timer. My old boss and headmaster at Ecclesfield Grammar School, Arnold Jennings, currently the Council's acting chair, tells me that there's nothing the Government can do to force the Council to close, apart from giving it a dose of the Swinnerton-Dyer and applying "zero funding".

But the Council is an independent charity with royalty income of its own and it could just stagger on; it might have done so in style, if the Association of Metropolitan Authorities had backed it, but they got cold feet and then the teachers' unions did also.

In the final resort, the DES could bankrupt the Council by lumbering on it the redundancy costs of its few employees who haven't yet fitted



No 126 CROSSWORD by Rufus



Across
1. Basking madly in great confusion (7)
2. Division in Yugoslavia (5)
3. Count of small types (9)
4. Catch a number on the rebound (3)
5. They may be consumed from cups (4)
6. A short reassurance that one doesn't mind? (5,3)
7. One old ally (6)
8. Shout about jelled eel (5)
10. In the salad, perhaps (6)
11. Discuss at leisure what one does for a living? (4,4)
12. Fruitless sort of raid (4)
13. Robust no-nonsense vehicle (3)
14. Article is made practical (9)
15. Means new pains (5)
16. Water at the mouth (7)
Down
1. Discrimination shown in a new state (5)
2. A short period since Burns' birthplace (3)
3. Where barmaids get their freshers? (4)
4. Capacity to get off other business (6)
5. Had plenty from State Aid (5)
6. Make a loan that doesn't show interest (12,3)
7. To agree without reservation (7)
8. He doesn't complete if he gets a beating (4,1)
9. Variety of liquor (3,3)
10. Incompetent relative (3,3)
11. Out material conflict results (6)
12. Unsteady seat (5)
13. It operates at discount (6)
14. A brew the French are acclimated (3)
15. Solution to Puzzle No 125

Ascent of Mann

Among the many ex-Schools Council employees who have deftly climbed out of the last ditch and fallen on their feet, is John Mann, the ex-secretary. He used to be running Sheffield's education and now he's going to run the rows; indeed there's quite a Mann dynasty developing, expert in taking solid northern experience into the less-enlightened parts of Britain.

John's brother Peter, once another colleague of mine at Ecclesfield and more recently an adviser to my old Select Committee, has been chosen by Dorset for their new chief adviser. I used to teach on the south coast in the old days, and the translation from sleepy Wessex to wide-awake Yorkshire was electric. I wish Peter luck in transforming Dorset and waking up Wessex.

Christopher Price

Right to suspend challenged

by Richard Garner and David Lister

Teachers face the possibility that they will not automatically be able to suspend pupils from school, as they might be contravening the European Convention on Human Rights.

Suspensions have risen sharply in the last few years, following a European ruling that corporal punishment was a breach of human rights.

Last week Mr Stephen Sedley, a QC who has been asked to advise on a potential objection to corporal punishment, said that a school could not suspend a pupil because it would be a breach of the European Convention on Human Rights since it would be a punishment of a child who has a right to education irrespective of the punishment.

Teachers' spokesmen commented that suspension, too, were to be abolished there would be precious few pupils left to teachers to cope with.

The National Association of Teachers has advised its members to suspend pupils who have previously been caned.

Derek Best, chairman of the professional and legal advice committee, said: "Our advice would be that schools should only suspend pupils if they have a right to suspend them. If not, a corporal punishment cannot be used."

However, he warned that - if local education authorities were to tell

Skills test proves popular

by Nick Wood

About 12,500 youngsters in 180 secondary schools throughout the West Midlands are sitting new proficiency tests, the results of which should give potential employers a far clearer idea of their abilities.

Unlike GCSEs and CSEs which slot candidates into a pre-arranged pecking order according to their performance, the new proficiency tests in arithmetic and use of English score their achievements in a range of closely defined skills chosen to be of value to employers.

A spokesman for the board said that the tests had been introduced to give less able school-leavers a record of their achievement in basic skills.

The arithmetic test, for instance, records the percentage marks achieved in eight key areas - mental arithmetic, number, decimals, fractions, ratios and percentages, approximating and estimating, weights and measures, and applications and problems.

Similarly, the English certificate sets out pupils' marks in the essential skills of writing, speaking, reading and listening.

"Certification will be by means of a profile in which a pupil's particular strengths in important basic skills can be clearly identified," schools have been told.

The tests are proving popular. Around one in eight of the annual crop of CSE candidates is taking them. Final marks, based on a variety of timed question papers, will be released in January.



Unions vie for deputies

Inter-union rivalry has broken out over the moves by the 3,000 Secondary Heads Association to allow deputies to join its ranks.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, which represents about 2,000 deputy headteachers at present, said: "It is hard for us to see it as anything other than an attempt at poaching because they're recruiting deputies in the secondary sector where I would think we have the majority of deputy heads".

The decision - which is likely to be ratified at an extraordinary general meeting of the SHA to be held in London tomorrow - is bound to strain relationships between the two organizations, which at present share the same headquarters in Bloomsbury, London.

Mr Smith said the SHA had kept the move very quiet, adding: "They never consulted us about it and some people would have felt it would have been only courteous for them to do so".

He went on: "I'm quite confident the majority of our deputy headteachers will see the decision for what it is - an attempt to increase SHA's influence without involving deputy heads in a full and democratic way in their decision-making process."

"I am confident most of them will realize their interests are best served by remaining in an organization which is not run by headteachers and where their queries can be dealt with objectively."

Mr Peter Snape, general secretary of the SHA, said: "My experience in that in times of crisis they (AMMA) have looked after the interests of the majority of their members and left the deputy out on a limb."

"We held four conferences for deputies and they were all over-subscribed. From the floor of these conferences came an expression of this anxiety about being left out on a limb. Deputy heads in all unions really felt in an impossible position."

THIS WEEK

THE NATIONAL UNION OF TEACHERS	2
SEX BIAS	3
FOUL PLAY	9
AMA UPPOAR	11
TESTS THAT FAIL	13
IN CASE OF NUCLEAR WAR BREAK GLASS	14, 15
CENTRA FORWARD	16, 17
Arts/Books	22-27
EXTRA	28-31

Platform

Tyrrill Burgess seeks the return of the London County Council 4

Tests that fail

Why O and A levels are poor predictors of future success 19

Centra forward

The rise of the Centre for the Study of Comprehensive Schools 20

Arts/Books

Robert Fox on the folly of sacrificing medieval studies on the altar of 'relevance'. A new review previews the Schools' Programmes; Robin Buss on television books programme; Nick Baker on the Greenwich Young People's Theatre; Wendy Cope on the international poetry readings in Covent Garden; John Rae on television and children; Primary text books 22-27

EXTRA

A review of primary school books and equipment 33-40

Resources/Media

Philip Hyatt on a health education project for slow learners; Liz Heron at the Women's Education Resource Centre; Robert Leggat on photography; the BBC's first venture into radio software and a conference on television and schooling 28-31

Hearts and minds still to be won

There's nothing like a good opinion poll for pandering to prejudices. The Gallup poll commissioned by Channel 4's current affairs programme, *20/20 Vision*, to back a free ranging gladiatorial discussion on comprehensive schooling, is no exception.

As polls go it seems unexceptional: a reasonable sample (947); detailed breakdowns by age, social class and sex; an open-ended question at the end. The main weakness was that people were not asked, straight out, whether they favoured a return to the 11-plus.

The result on most questions seemed absolutely clear-cut: 54 per cent believed that children got a better all-round education in selective schools, against 35 per cent who favoured comprehensives; 61 per cent believed that a child would achieve the best exam results of which he or she was capable in a selective system, against 25 per cent in a comprehensive one; 45 per cent believed standards had declined with the introduction of comprehensives; 20 per cent that they had risen; and 22 per cent that they had improved.

But wait a moment. Only 12 per cent believed that comprehensives should be abolished - against 9 per cent who wanted a totally comprehensive system. A majority (54 per cent) favoured either the status quo, or more comprehensives, against 43 per cent who wanted more selective schools.

Breakdowns by age groups, regions, and political affiliations, also show intriguing differences, even though every group favoured selection. The 16 to 24-year-old age group was fairly evenly balanced.

with 49 per cent for selection and 45 per cent for comprehensives. The most comprehensive-minded age group was the 35-44s, splitting 51 per cent/40 per cent. The 25-34s split 56 per cent/36 per cent, and the 55-64s 60 per cent/30 per cent.

It's tempting to conclude that those with recent experience of schools - both parents and children - like comprehensives better than those who either went through selective schools or suffered (as parents or children) the transitional upheavals of reorganization.

Figures for social class are unsurprising - the higher the class, the more favourable to selection (70 per cent of A/Bs favoured selection against 52 per cent of C/Ds). Preferences also went with political affiliation: 25 per cent of Conservatives now favour comprehensives, but Mr Kinnock and Mr Radice will be sobered to hear that 46 per cent of Labour voters want selection, against 43 per cent for comprehensives. Alliance voters came in between.

But there were interesting regional differences. The Scots, who have more true comprehensive schools, were most favourable to comprehensives, followed by Southerners. People in the North of England were most hostile, (60 per cent for selection).

Finally, in an open-ended question, when respondents were asked to give the main reason for their choice, 18 per cent of those who favoured selection did so because they believed bright children were not held back, 15 per cent because they thought comprehensives closed were bigger, and 13 per cent because they thought selection provided better opportunities or results. Comprehensive supporters

said they provided fair opportunities for all (47 per cent) and better education all round (19 per cent).

However you read these results - however much you refer to the facts and respectable research about comprehensive schools; however much you believe that Solihull parents who are fighting to retain comprehensives might have supported selection in this kind of survey before they had to face the implications for their own children; however much you argue that the prejudices shown in this study have been fanned by a sustained and factually suspect campaign against comprehensives - these are sobering figures for supporters of comprehensives.

Clearly (as Professor Colin MacCabe was forcibly criticized for saying) comprehensives have not won the hearts and minds of the public. The myth of a golden, and selective, age, shows no sign of disappearing. The trauma and inequities of the 11-plus are forgotten. The unfair distribution of resources in selective systems (shown most recently in the HMI report on the London borough of Sutton) are not realized.

And all the hard grind that is reflected every week in these pages - the search for better assessment methods, curricula that fit the needs of today's children, systems by which schools can assess their work and improve their standards, and the rest - do not seem to have begun to impinge on the public at large. Those who are trying to improve standards, whatever system they work in, have a big job of persuasion on their hands if the next 30 years are not to be dominated, as the past 30 have been, by sterile debates about structure rather than content.

COMMENT

Instead of spoonfeeding

A great many pieces of educational research claim to be about standards and quality. Very few succeed as well as the study of sixth-forms and libraries reported on page 13. It contains no hard "findings" - no statistics of exam success, no classifications of sixth form teaching styles, no questionnaires rating provision on five-point scales, no computerized analysis of data.

But it does provide illuminating evidence, from teachers, students, and librarians, on sixth form teaching and learning. The picture is not, perhaps, very surprising, and certainly not alarming, but it has clarity, depth and focus. It shows the variety of influences that often prevent the rhetoric of the great British sixth-form - as a place where the foundations of independent thought and scholarship are laid - from being translated into practice.

No doubt many people will - rightly - seize on the evidence of appalling library resources in some comprehensives (and compare their meagre budgets and staffing with provision in independent schools). But the report also raises important questions about teaching methods and priorities - right through secondary schools.

Poor library resources and staffing can be a result of policy decisions, as well as of simple under-funding. If teachers do not value the school library, and fail positively to encourage children to use it well, there is nothing much the best and most highly qualified librarian in the best stocked library can do.

Pupils who have grown up on a diet of worksheets and dictated notes are unlikely suddenly to blossom into independent students, ranging freely around the library, when they reach the sixth form. It is easy for teachers and students to carry established habits of better learning into the sixth form - particularly when both consider - happily, this evidence also shows, that some teachers and students do manage to make the sixth form much

more than an A-level factory. Others, who want to rethink either their teaching methods or, more simply, the organization and use of their libraries, would find this report an excellent, and very readable starting point. If HM Inspectorate is right in believing that "didactic" teaching can depress A-level grades, there is a real incentive for rethinking.

Finally, it should be said that this research is the late Professor Lawrence Stenhouse's awn song. It shows both his high conception of what education should be about, and his concern to evolve research methods that investigate complex themes and promote "speculative understanding." It is fortunate that the British Library was prepared to step in and fund him where the main sponsors of educational research feared to tread.

Sir Keith's modest bid

Sir Keith Joseph's Education Support Grants Bill had little difficulty in getting its second reading in the House of Commons on Monday evening. Both the Opposition parties saw their main job as acting as a post office for local authority complaints - especially those formulated by the Association of County Councils.

Labour harped on the constitutional enormity of yet another piece of central government intervention, but without conviction because more direct power for the DES would certainly be needed to carry out any foreseeable Labour programme.

There is, in all probability, some substance in the suggestion that ESCs will encourage i.e.s to do a bit less off their own bat. But given the proliferation of other forms of specific grant, as Mrs Angela Ripston MP (the former AMA education chairman) put it, it is hypocritical at this stage to get up in arms about a very small programme of education support grants for the DES.

What is more unfortunate, however, is the timing. The Government has made such a mess of local government finance over the past seven years, humiliating now its victims by

for "over-spending" and from 1985, who want to rethink either their teaching methods or, more simply, the organization and use of their libraries, would find this report an excellent, and very readable starting point. If HM Inspectorate is right in believing that "didactic" teaching can depress A-level grades, there is a real incentive for rethinking.

Finally, it should be said that this research is the late Professor Lawrence Stenhouse's awn song. It shows both his high conception of what education should be about, and his concern to evolve research methods that investigate complex themes and promote "speculative understanding." It is fortunate that the British Library was prepared to step in and fund him where the main sponsors of educational research feared to tread.

Subject to contract

On the face of it, the proposals approved at this week's meeting of the Burnham management panel (page 1) add up to a dream package containing many of the elements most desired by the partners to any agreement on a new salary structure.

Inevitably, however, for almost every desirable item in it there is a heavy price to pay - either directly in cash terms, or in the form of public words to be eaten, in the period of consultation and negotiation that now lies ahead, timing is going to be particularly delicate if all the balls are to be kept in the air until after the planned Manchester residential meeting of the Burnham working party in mid-December, when union leaders have agreed that everything is up for grabs.

So far as the Secretary of State is concerned, the proposals offer the reform of the pay structure which he has been calling for, and recognize the need for assessment which has been even more insistently demanding. Not only would there be assessment during an extended probationary period, but annual assessment after entry to the new professional grade, which would make it possible to identify the good teachers deserving extra reward, as well as the not so good ones needing support or an eventual walk out.

for "over-spending" and from 1985, who want to rethink either their teaching methods or, more simply, the organization and use of their libraries, would find this report an excellent, and very readable starting point. If HM Inspectorate is right in believing that "didactic" teaching can depress A-level grades, there is a real incentive for rethinking.

Finally, it should be said that this research is the late Professor Lawrence Stenhouse's awn song. It shows both his high conception of what education should be about, and his concern to evolve research methods that investigate complex themes and promote "speculative understanding." It is fortunate that the British Library was prepared to step in and fund him where the main sponsors of educational research feared to tread.

Finally, it should be said that this research is the late Professor Lawrence Stenhouse's awn song. It shows both his high conception of what education should be about, and his concern to evolve research methods that investigate complex themes and promote "speculative understanding." It is fortunate that the British Library was prepared to step in and fund him where the main sponsors of educational research feared to tread.

Sir Keith Joseph's Education Support Grants Bill had little difficulty in getting its second reading in the House of Commons on Monday evening. Both the Opposition parties saw their main job as acting as a post office for local authority complaints - especially those formulated by the Association of County Councils.

Labour harped on the constitutional enormity of yet another piece of central government intervention, but without conviction because more direct power for the DES would certainly be needed to carry out any foreseeable Labour programme.

There is, in all probability, some substance in the suggestion that ESCs will encourage i.e.s to do a bit less off their own bat. But given the proliferation of other forms of specific grant, as Mrs Angela Ripston MP (the former AMA education chairman) put it, it is hypocritical at this stage to get up in arms about a very small programme of education support grants for the DES.

What is more unfortunate, however, is the timing. The Government has made such a mess of local government finance over the past seven years, humiliating now its victims by

Second opinion

Can Oxford cut the Gordian knot?

To the surprise of everybody, and especially themselves, the 28 Oxford colleges have agreed to do something about admissions. This is all the more surprising since the vast majority of part-time teachers are women, and the NUT's dedicated equal opportunities policy may also be illegal under the sex discrimination legislation. The Equal Opportunities Commission shares her concern.

Ms Adams has been nominated as a candidate for one of the outer London seats on the national executive by the Eating division of the union. Her own division, Bexley, has not yet made its nominations.

In mid-October she raised the question of eligibility with the union's general secretary, Mr Fred Jarvis, but claims she has had no acknowledgment of her letter.

A spokesman for the NUT said the matter had been referred to the membership and organization subcommittee. Legal advice had been sought, and the issue was due to go before today's meeting of the national executive.

The union's annual conference this year adopted a policy on equal opportunities which calls for, among other things, "on examination of ways, including positive discrimination, of improving the involvement of women members in all levels of union work".

Indirect discrimination is illegal under the 1975 Sex Discrimination Act. Section 12 of the Act specifically outlaws workers' organization from affording women or men members differential access to benefits, facilities or services, or subjecting women or men "to any other detriment".

A spokesman for the Equal Opportunities Commission said that the union's ruling on full-timers appeared to amount to a clear-cut case of indirect discrimination.

One way out of the dilemma could be to deem full-time service to include permanent part-time service, legal sources suggested this week.

Ms Adams said that the ruling excluded women with family commitments from the national executive during the middle part of their career. If discrimination in this way contravenes the equality laws then the present round of executive elections should not go ahead without the rules being changed, she said.

Just over 90 per cent of part-time teachers are women according to the last available figures the DES.

The Inner London Education Authority has abandoned its policy of treating boys and girls differently when it assesses the results of tests taken by pupils in their final primary year, Hilary Wilce writes.

The move is likely to mean that about 5 per cent more of girls than of boys will fall into the top band of the authority's three ability bands, while 7 or 8 per cent more of boys than of girls will come into the bottom band.

That move, made because of fears that the discriminatory policy was illegal, is being implemented just as questions are being raised about the legality of weighted selection procedures in Northern Ireland and in some English authorities (TES, November 4).

Until this year the authority operated a "differential cut-off point" for girls and boys in order to ensure that roughly equal numbers of each sex fell into the three bands.

This meant that girls had to achieve higher scores than boys in the tests of verbal reasoning, maths and English, given anonymously to children at 11, in order to be placed in band one, or band two.

However, legal advice taken by the authority indicated that this might contravene the 1975 Sex Discrimination Act, and a decision was taken last September to operate a common cut-off point for all pupils.

The decision came into operation on the tests taken this September by pupils due to transfer to secondary school next autumn.

However, an analysis by the authority of scores for 1980/81 and 1981/82 shows that the number of pupils affected is relatively few.

For example, in division six, the Greenwich area of London, on the 1981/82 figures, a six-form entry school with an intake of 180 pupils would have had 48 boys in band one, 93 boys in band two, and 39 boys in band three under the old, weighted system, but 42 boys in band one, 92 boys in band two, and 46 boys in band three under a system treating boys and girls the same.

The figures for girls would have been 45 in band one, 99 in band two, and 36 in band three under the weighted system, and 51 in band one, 100 in band two, and 29 in band three under the new, common system.

The move seems certain to increase the proportion of band one places in girls' schools and the proportion of band three places in boys' schools, and to cause some adjustment in the proportions of places allocated to the different bands in mixed schools.

However, pupils are not allocated their bands directly on the basis of test scores. These are used solely to work out complex local formulae for allocating proportions of pupils to each band in each division.

A circular to heads on the new procedures is to be sent out soon.

While the move is not expected to have any direct and obvious implications for secondary transfer arrangements throughout the authority, one possible effect may be an pupil performance duo to altered teacher perceptions.

If more girls are perceived as being band one material, the speculation goes, then those girls might achieve more. Conversely, boys seen as band three material might not do as well as they would have done had they got into band two.

The Government is to extend the Youth Training Scheme for disabled young people who have attained or in full-time education up to the age of 21, Mr Tom King, the employment secretary, has announced. The present age limit is 18.

Bon appetite

School meals organizers should adopt aggressive marketing techniques to win customers, a conference in London was told. Mr Michael Fellows, a former headmaster and now an educational consultant, suggested, among other things, attractive menus.

Mr Lacey said his party had "reservations about it" but they obtained a grant for the education committee

seats on the national executive by the Eating division of the union. Her own division, Bexley, has not yet made its nominations.

In mid-October she raised the question of eligibility with the union's general secretary, Mr Fred Jarvis, but claims she has had no acknowledgment of her letter.

A spokesman for the NUT said the matter had been referred to the membership and organization subcommittee. Legal advice had been sought, and the issue was due to go before today's meeting of the national executive.

The union's annual conference this year adopted a policy on equal opportunities which calls for, among other things, "on examination of ways, including positive discrimination, of improving the involvement of women members in all levels of union work".

Indirect discrimination is illegal under the 1975 Sex Discrimination Act. Section 12 of the Act specifically outlaws workers' organization from affording women or men members differential access to benefits, facilities or services, or subjecting women or men "to any other detriment".

A spokesman for the Equal Opportunities Commission said that the union's ruling on full-timers appeared to amount to a clear-cut case of indirect discrimination.

One way out of the dilemma could be to deem full-time service to include permanent part-time service, legal sources suggested this week.

Ms Adams said that the ruling excluded women with family commitments from the national executive during the middle part of their career. If discrimination in this way contravenes the equality laws then the present round of executive elections should not go ahead without the rules being changed, she said.

Just over 90 per cent of part-time teachers are women according to the last available figures the DES.

The Inner London Education Authority has abandoned its policy of treating boys and girls differently when it assesses the results of tests taken by pupils in their final primary year, Hilary Wilce writes.

The move is likely to mean that about 5 per cent more of girls than of boys will fall into the top band of the authority's three ability bands, while 7 or 8 per cent more of boys than of girls will come into the bottom band.

That move, made because of fears that the discriminatory policy was illegal, is being implemented just as questions are being raised about the legality of weighted selection procedures in Northern Ireland and in some English authorities (TES, November 4).

Until this year the authority operated a "differential cut-off point" for girls and boys in order to ensure that roughly equal numbers of each sex fell into the three bands.

This meant that girls had to achieve higher scores than boys in the tests of verbal reasoning, maths and English, given anonymously to children at 11, in order to be placed in band one, or band two.

However, legal advice taken by the authority indicated that this might contravene the 1975 Sex Discrimination Act, and a decision was taken last September to operate a common cut-off point for all pupils.

The decision came into operation on the tests taken this September by pupils due to transfer to secondary school next autumn.

However, an analysis by the authority of scores for 1980/81 and 1981/82 shows that the number of pupils affected is relatively few.

For example, in division six, the Greenwich area of London, on the 1981/82 figures, a six-form entry school with an intake of 180 pupils would have had 48 boys in band one, 93 boys in band two, and 39 boys in band three under the old, weighted system, but 42 boys in band one, 92 boys in band two, and 46 boys in band three under a system treating boys and girls the same.

The figures for girls would have been 45 in band one, 99 in band two, and 36 in band three under the weighted system, and 51 in band one, 100 in band two, and 29 in band three under the new, common system.

The move seems certain to increase the proportion of band one places in girls' schools and the proportion of band three places in boys' schools, and to cause some adjustment in the proportions of places allocated to the different bands in mixed schools.

However, pupils are not allocated their bands directly on the basis of test scores. These are used solely to work out complex local formulae for allocating proportions of pupils to each band in each division.

A circular to heads on the new procedures is to be sent out soon.

While the move is not expected to have any direct and obvious implications for secondary transfer arrangements throughout the authority, one possible effect may be an pupil performance duo to altered teacher perceptions.

If more girls are perceived as being band one material, the speculation goes, then those girls might achieve more. Conversely, boys seen as band three material might not do as well as they would have done had they got into band two.

The Government is to extend the Youth Training Scheme for disabled young people who have attained or in full-time education up to the age of 21, Mr Tom King, the employment secretary, has announced. The present age limit is 18.

Bon appetite

School meals organizers should adopt aggressive marketing techniques to win customers, a conference in London was told. Mr Michael Fellows, a former headmaster and now an educational consultant, suggested, among other things, attractive menus.

Mr Lacey said his party had "reservations about it" but they obtained a grant for the education committee

seats on the national executive by the Eating division of the union. Her own division, Bexley, has not yet made its nominations.

In mid-October she raised the question of eligibility with the union's general secretary, Mr Fred Jarvis, but claims she has had no acknowledgment of her letter.

A spokesman for the NUT said the matter had been referred to the membership and organization subcommittee. Legal advice had been sought, and the issue was due to go before today's meeting of the national executive.

The union's annual conference this year adopted a policy on equal opportunities which calls for, among other things, "on examination of ways, including positive discrimination, of improving the involvement of women members in all levels of union work".

Indirect discrimination is illegal under the 1975 Sex Discrimination Act. Section 12 of the Act specifically outlaws workers' organization from affording women or men members differential access to benefits, facilities or services, or subjecting women or men "to any other detriment".

A spokesman for the Equal Opportunities Commission said that the union's ruling on full-timers appeared to amount to a clear-cut case of indirect discrimination.

One way out of the dilemma could be to deem full-time service to include permanent part-time service, legal sources suggested this week.

Ms Adams said that the ruling excluded women with family commitments from the national executive during the middle part of their career. If discrimination in this way contravenes the equality laws then the present round of executive elections should not go ahead without the rules being changed, she said.

Just over 90 per cent of part-time teachers are women according to the last available figures the DES.

The Inner London Education Authority has abandoned its policy of treating boys and girls differently when it assesses the results of tests taken by pupils in their final primary year, Hilary Wilce writes.

The move is likely to mean that about 5 per cent more of girls than of boys will fall into the top band of the authority's three ability bands, while 7 or 8 per cent more of boys than of girls will come into the bottom band.

That move, made because of fears that the discriminatory policy was illegal, is being implemented just as questions are being raised about the legality of weighted selection procedures in Northern Ireland and in some English authorities (TES, November 4).

Until this year the authority operated a "differential cut-off point" for girls and boys in order to ensure that roughly equal numbers of each sex fell into the three bands.

This meant that girls had to achieve higher scores than boys in the tests of verbal reasoning, maths and English, given anonymously to children at 11, in order to be placed in band one, or band two.

However, legal advice taken by the authority indicated that this might contravene the 1975 Sex Discrimination Act, and a decision was taken last September to operate a common cut-off point for all pupils.

The decision came into operation on the tests taken this September by pupils due to transfer to secondary school next autumn.

However, an analysis by the authority of scores for 1980/81 and 1981/82 shows that the number of pupils affected is relatively few.

For example, in division six, the Greenwich area of London, on the 1981/82 figures, a six-form entry school with an intake of 180 pupils would have had 48 boys in band one, 93 boys in band two, and 39 boys in band three under the old, weighted system, but 42 boys in band one, 92 boys in band two, and 46 boys in band three under a system treating boys and girls the same.

The figures for girls would have been 45 in band one, 99 in band two, and 36 in band three under the weighted system, and 51 in band one, 100 in band two, and 29 in band three under the new, common system.

The move seems certain to increase the proportion of band one places in girls' schools and the proportion of band three places in boys' schools, and to cause some adjustment in the proportions of places allocated to the different bands in mixed schools.

However, pupils are not allocated their bands directly on the basis of test scores. These are used solely to work out complex local formulae for allocating proportions of pupils to each band in each division.

A circular to heads on the new procedures is to be sent out soon.

While the move is not expected to have any direct and obvious implications for secondary transfer arrangements throughout the authority, one possible effect may be an pupil performance duo to altered teacher perceptions.

If more girls are perceived as being band one material, the speculation goes, then those girls might achieve more. Conversely, boys seen as band three material might not do as well as they would have done had they got into band two.

The Government is to extend the Youth Training Scheme for disabled young people who have attained or in full-time education up to the age of 21, Mr Tom King, the employment secretary, has announced. The present age limit is 18.

Bon appetite

School meals organizers should adopt aggressive marketing techniques to win customers, a conference in London was told. Mr Michael Fellows, a former headmaster and now an educational consultant, suggested, among other things, attractive menus.

Mr Lacey said his party had "reservations about it" but they obtained a grant for the education committee

seats on the national executive by the Eating division of the union. Her own division, Bexley, has not yet made its nominations.

In mid-October she raised the question of eligibility with the union's general secretary, Mr Fred Jarvis, but claims she has had no acknowledgment of her letter.

A spokesman for the NUT said the matter had been referred to the membership and organization subcommittee. Legal advice had been sought, and the issue was due to go before today's meeting of the national executive.

The union's annual conference this year adopted a policy on equal opportunities which calls for, among other things, "on examination of ways, including positive discrimination, of improving the involvement of women members in all levels of union work".

Indirect discrimination is illegal under the 1975 Sex Discrimination Act. Section 12 of the Act specifically outlaws workers' organization from affording women or men members differential access to benefits, facilities or services, or subjecting women or men "to any other detriment".

A spokesman for the Equal Opportunities Commission said that the union's ruling on full-timers appeared to amount to a clear-cut case of indirect discrimination.

One way out of the dilemma could be to deem full-time service to include permanent part-time service, legal sources suggested this week.

Ms Adams said that the ruling excluded women with family commitments from the national executive during the middle part of their career. If discrimination in this way contravenes the equality laws then the present round of executive elections should not go ahead without the rules being changed, she said.

Just over 90 per cent of part-time teachers are women according to the last available figures the DES.

The Inner London Education Authority has abandoned its policy of treating boys and girls differently when it assesses the results of tests taken by pupils in their final primary year, Hilary Wilce writes.

The move is likely to mean that about 5 per cent more of girls than of boys will fall into the top band of the authority's three ability bands, while 7 or 8 per cent more of boys than of girls will come into the bottom band.

That move, made because of fears that the discriminatory policy was illegal, is being implemented just as questions are being raised about the legality of weighted selection procedures in Northern Ireland and in some English authorities (TES, November 4).

Until this year the authority operated a "differential cut-off point" for girls and boys in order to ensure that roughly equal numbers of each sex fell into the three bands.

This meant that girls had to achieve higher scores than boys in the tests of verbal reasoning, maths and English, given anonymously to children at 11, in order to be placed in band one, or band two.

However, legal advice taken by the authority indicated that this might contravene the 1975 Sex Discrimination Act, and a decision was taken last September to operate a common cut-off point for all pupils.

The decision came into operation on the tests taken this September by pupils due to transfer to secondary school next autumn.

However, an analysis by the authority of scores for 1980/81 and 1981/82 shows that the number of pupils affected is relatively few.

For example, in division six, the Greenwich area of London, on the 1981/82 figures, a six-form entry school with an intake of 180 pupils would have had 48 boys in band one, 93 boys in band two, and 39 boys in band three under the old, weighted system, but 42 boys in band one, 92 boys in band two, and 46 boys in band three under a system treating boys and girls the same.

The figures for girls would have been 45 in band one, 99 in band two, and 36 in band three under the weighted system, and 51 in band one, 100 in

Tyrrell Burgess argues that a single all-purpose elected authority should replace the GLC and inner London boroughs

Bring back the LCC



education authorities. If one adopts this principle the solution presents itself clearly and without difficulty or upheaval. The education authorities in London should be the outer London boroughs and a new London County Council.

boroughs. Why abolish only one authority when you can abolish 14? The usual objection to this is that the boroughs represent a more "local" and accessible administration for public services. This objection is misconceived for three reasons. The first is that the notion of a central administration in London, run from County Hall, has been familiar for a century, and in education it goes back to the London School Board. Public transport in London is still good, and commun-

tion with County Hall easy. It may be easier to get from any part of a London borough to Waterloo by public transport than from one part of the borough to another. Second, the existing London boroughs are quite artificial constructs and have ceased to be "local" in any obvious sense. When a place has to be called "Kensington and Chelsea" or "Hammersmith and Fulham" or even "Tower Hamlets" it is clear that all sense of locality has disappeared. London is traditionally thought of as a congeries of villages, but these villages are much smaller than the present or even the former London boroughs. The way to build on any sense of local community responsibility would be to establish very small urban parishes. The third misconception behind the objection to a single all-purpose council is that institutions for reflecting genuinely local wishes are needed, not only in large areas, but in small ones. This is well understood in education, where each school has its own governing body. The way to develop responsibility in a local education authority is not by establishing a separate tier of administration (district offices) or of authority (boroughs) but by reconstituting governing bodies to reflect the people most interested in particular schools and to give these governors the responsibility for the schools' self-management.

Of all the public services, education has, in governing bodies, the potential to give individuals (students, parents and teachers) command over their own circumstances. In only a very few authorities is this potential being realized. Pilot schemes, for example in Cambridgeshire, already suggest the feasibility of genuine self-management for schools, over all matters from curriculum to finance. It is in this way, rather than through any spurious tier of borough administration, that local responsibility is to be enhanced. It is perhaps worth adding that changes in population, since the last reorganization of local government, have undermined both the numerical basis of the inner London boroughs and the argument that a London County Council covering the ILEA area would be "too big". The 1981 census population of inner London was something over 2.25 million, which is by no means too large an authority for a densely packed area like inner London.

Tyrrell Burgess is reader in the philosophy of social institutions at the North East London Polytechnic.

Commons sketchbook

Biddy Passmore reports on a testing time in the House for Labour's new spokesman on education

Mr Giles Radice made his debut as Labour's education spokesman in the Commons on Tuesday looking dazed in black and white, to match his hair and his hair.

He began by making a clean breast of things. "My education, at Winchester and Magdalen College, Oxford, confirmed me as of the socially divisive effect of having such a large and prestigious private sector" ("The education of my children, first at a state primary school, then at a comprehensive secondary school..."). So far, so impeccable.

Then he was unwise enough to start discussing the Education Secretary of cutting the education budget: by over 6 per cent in cost terms since 1978-79 - the last White Paper said so. Sir Keith is too modest a man to accept such a compliment. But the number of children had fallen by far more - something over 10 per cent - he protested. Mr Radice replied that he was coming to that point.

ities can now spend as they think fit so that he can use it in the way he thinks fit," he said neatly.

When he came to it, it was with the massed ranks of Her Majesty's Inspectorate in support. "If you read the past three reports together, as I have done, it makes disturbing reading," he said. The MPs' awe at this physical feat was quickly dispelled when he began reading large chunks from the reports

Cruise and Kinnock a hard act to follow



in question. It was becoming clear that Mr Radice's fate was homework.

He carried on, with criticism of spending targets and penalties, and with a nice grasp of detail, raised the possibility that councils who stumped up their per cent of the spending under the Bill might find themselves in the penalty zone.

Then he came to the uses to which the money might be put. Mathematics and the handicapped were all right, but what about "the Solihull fiasco (sic)"? Could the Education Secretary reassure the House that the new grants would not be used to stimulate the setting up of selective schools? And

would it not be helpful if Mr Bob Dunn, his junior minister, stopped making weekend speeches exhorting I.C.A.s to go back to grammar schools?

"What a wrong with that?" bellowed a Tory backbencher. "If the Hon. Gentleman does not know, it is a little difficult to tell him," Mr Radice replied, obviously thinking the subject unsuitable for MPs.

Opening the debate, Sir Keith Joseph had been at his most reassuring. This was not a central takeover, merely a way of "encouraging I.C.A.s to redeploy their expenditure at the margin," he said. The areas to be covered by grants - only to be agreed after full consultation - would be worthy things like pilot schemes on profiles for all school-leavers, and good practice in primary schools.

The Bill was full of checks and

safeguards, he said. Why, fresh legislation would be needed if any Government wished to raise the amount to be covered: up to 1/2 per cent of the Government's plans for local education spending.

"Was the money in question new? That is not the simple question it sounds," he mused "because both the expenditure to be supported by the grants, and the grants themselves, will be for determination year by year." The Government has not yet determined the level of spending for 1985-86, the first year in which the grants would operate.

"Nevertheless, the grants are not, in themselves, intended to lead to increased overall levels of expenditure above the Government's plans for expenditure in a particular year," he went on to explain.

The question of whether the Education Secretary had new or old money up his sleeve was a tricky one for David Model, chairman of the Tory backbench education committee but also a member of the former select committee which had recommended the grants in the first place - provided they were for pump-priming only and represented additional money.

He took refuge in the DES press release which had accompanied the Bill which, it seemed, if held at a great distance while squinting through rosy spectacles, raised the possibility that more money might be available.

Mr Clement Freud, Liberal education spokesman was having none of that. "I listened with care to the Secretary of State as he argued with himself whether it was new money," he said, "and I believe that he came to the conclusion that it was not. 'No' seemed to be the word for which he was searching."

Unions answer strike call against 'streamlined' ILEA

by Richard Garner

Leaders of the National Union of Teachers in inner London are planning to back a strike in the New Year over the Government's plans to reorganize the Labour-led ILEA.

The council of the Inner London Teachers' Association, which has 14,500 members, voted unanimously for a one-day strike. The union's national committee is expected to support the strike, thus linking them with protests planned by other unions, including the National Association of Teachers in Further and Higher Education.

The protest is expected to shut schools for the day, January 24, as it will be supported by the National Union of Public Employees, which represents school caretakers, and the National and Local Government Officers Association, which represents education administration staff.

Originally ILTA members wanted the strike to happen before Christmas - but other unions and Labour politicians persuaded them to wait.

But building towards the strike, teachers are planning a protest rally

and public meeting out of school time on December 8. They intend to explain to parents their fear that abolishing the ILEA would threaten London's education service.

Mr Bernard Regan, Inner London executive member of the NUT, said: "We want to focus on the threat to education service at this rally. The January 24 strike has been timed because it is one week before the closure date for submissions on the Government's Streamlining the Cities plans."

The day-long strike will coincide with other union action to protest at the threatened abolition of the Greater London Council. Teachers feel that the Government's streamlining plans could close schools, and cause job losses and a rundown of the service.

Mr Peter Herbert, general secretary of the London Federation of the National Association of Schoolmasters/Union of Women Teachers, said: "We certainly anticipate involving ourselves in this day of action." The union's London executive met last night to discuss the strike call.

ILEA leaders have already planned a special meeting on December 6 to draw attention to the effects of the proposals if they go ahead. London MPs, heads, representatives of religious groups, teachers and peers have been invited.

Under the Government's proposals, the present authority would be replaced with a joint board of borough council representatives, but its rate precept - the amount of money it will be able to demand from the boroughs - will be subject to the approval of the Education Secretary who will also have "power to specify levels of manpower expenditure".

Meanwhile, the ILTA has said it is "warmly supportive" of the authority's new policy initiatives aimed at eradicating race and sex discrimination in schools.

Mr Regan said the NUT had been anxious to secure time off for attendance at meetings to discuss the initiatives. The authority had suggested schools could use their occasional days for such discussions. He believed schools should be able to make their own arrangements for discussions.

Parenthood low priority

Education for parenthood is given low priority and status in the nation's secondary schools, claims a report published this week.

Based on a three-year study by Professor Richard Whitfield of Aston University, it found that not a single education authority had developed a policy on parenthood education in the curriculum.

Moreover, anything concerned with family life and children in schools was confined to girls of average, or below average, academic ability who were taught by women teachers.

- The report recommends:
 - Appointing at least one adviser each I.C.A. and a teacher in each school to coordinate parenthood education which crosses many existing subjects
 - Greater involvement by male teachers and boys in relevant subjects
 - Including the subject at later teacher training

Preparation for parenthood is a secondary school curriculum and is able from Mrs Carol Wheeler, University of Aston, Gosta Green, Birmingham, B4 7ET, £7.00.

Royal Society launches inquiry into public scientific 'literacy'

by Nick Wood

Does the public know enough about science to make rational decisions about vital issues such as nuclear power and genetic engineering?

This question lies at the heart of the new investigation into public understanding of science launched last week by the Royal Society, the country's premier scientific body.

It will be undertaken over the next 18 months by a high-powered group of scientists chaired by Dr Walter Bodmer, director of research at the Imperial Cancer Research Fund.

An assessment of the contribution schools make to the promotion of a scientifically literate society will be a central part of the group's work.

"The group will assess what understanding is necessary in our democratic industrialized society, both for the good of the individual and for the nation, how individuals receive their knowledge (school, work, the media, reading, museums and so on) and how the degree of understanding might be improved," the society says.

The study has been launched because present concern about levels of scientific awareness among the community is based on "electronic and hearsay evidence," the society says. Its aim is to put such opinions on a firmer footing.

Dr Bodmer said the group would be taking evidence from a range of organizations such as scientific and profes-

sional bodies, the TUC, political parties, the media, employers and teachers.

While not wishing to prejudge the outcome of the inquiry, he was convinced that much still needed to be done before Britain could fairly claim to be a scientifically literate society.

Just as the man in the street often struggled with elementary concepts such as number and quantities at risk, so "disconcerting inadequacies" were to be found among managers and the upper reaches of the Civil Service and the Government.

University researchers are treated as "casual farm labourers," Mr John Jinks, deputy general secretary of the Association of University Teachers, said last week.

"You contribute to many advances in medical, scientific, engineering and social research," he said at a conference of research workers in London. "You help to create wealth. You help to educate millions of young people. You are employed on a scale of no more than a year's time, and you are treated as casual labour."

The Prime Minister wishes to increase the output of science and technology, she should urgently examine your present situation and what you are doing so happy people are doing.

Strikes are blamed for causing long-lasting bitterness in staffroom

by Richard Garner

Disruption to school life often comes long after any industrial action taken by teachers is over, a teachers' union leader said at the weekend.

Mrs Dorcas Jones, president of the 100,000-strong Assistant Masters and Mistresses Association, told a union conference: "Pupils often suffer for far longer than the week or so of industrial action because the staff room is riven with quarrels and arguments."

"People won't speak to each other and sometimes teachers in the same department or at school won't even speak to each other," she told a conference on the problems facing deputy heads in London.

Mrs Jones, who is vice-principal of West Middlesex College in the West Midlands, added: "Staff relationships sometimes suffer much more than for a longer period than if you had added the head: 'I think you'd better stop for a week'."

The conference was told that the AMMA left it to individual members to make up their own minds on what action to take in cases of industrial action. The main problems were usually between a school and the post of deputy headteacher in its five largest comprehensive schools by natural wastage - had been told: "It is unreasonable to expect you to do twice as much work." The union believed they should carry out only their own work.

Meanwhile, Mr Gerald Imison, assistant secretary of the AMMA, told the conference that AMMA members in Kirkcaldy - where the Labour-controlled local education authority is planning to freeze out the post of second deputy headteacher in its five largest comprehensive schools by natural wastage - had been told: "It is unreasonable to expect you to do twice as much work." The union believed they should carry out only their own work.

Bolton deplures notion of 'proven worth'

The term "proven worth" should be dropped when assessing schools, Mr Eric Bolton, the new School Chief Inspector at Her Majesty's Inspectorate, said this week.

It became enshrined in educational language after Sir Keith Joseph, the Education Secretary, had rejected a scheme to reorganize schools in Manchester two years ago because the "proven worth" of the schools was not "proven quality".

at the Assistant Masters and Mistresses Association, Mr Bolton said: "A long established school with a very good academic record of fifth and sixth-form level has been the sort of school regarded as in that category."

He said that in the event of proposed reorganization, the real question was whether a school's known strengths would have a chance of survival. "I think we should avoid the term 'proven worth' because what you are talking about is school with good

academic results you can see very clearly what you are talking about in that one area of achievement."

"But the difficulty we wrestle with all the time is how you establish the proven worth of a good school in a downturn, lower-city area where results, if measured only in terms of examination results, are nothing like comparable with those of schools in more favourable areas, yet whose staff are dedicated, hard-working, well-qualified and doing their job to the best of their ability."

Teachers in favour of regular act of worship

by Bert Lodge

Over three-quarters of teachers in a survey of inner city schools felt there should be a regular act of corporate worship in every school in line with the 1944 Education Act. And virtually every teacher thought there should be religious instruction in every school as the Act prescribes.

But one-third of the sample wanted the instruction to be part of general education or of humanities and to be more moral than religious.

The survey also covered pupils from 11 inner city schools in three local authorities in Greater Manchester. The children, aged 9-13, were found to be generally ignorant of many religious stories and without any concept of guilt or conscience.

The researchers noted considerable reticence among Muslim children to talk about their religion and customs in front of non-Muslims. They also identified a drift from mutual acceptance to "a rather disturbing empathy with racism" at a time in the children's education, 11-14, when RE is most regularly on the timetable.

Among the 300 teachers involved there was no clear distinction in the minds of most of them between religious and moral education. Asked what RE could contribute to preparing children for inner city life the great majority answered in terms of moral assistance.

Nearly half of those interviewed felt there was nothing extra they would like to attempt in their subject. Contact between the school and local religious communities was discouragingly slight. A third of teachers admitted to no contact at all and nearly half said pupils had not visited local places of worship.

The worst kind of assembly attended by the research team was the traditional which becomes "little more than a vehicle for implanting doctrine". The assembly becomes a dull, meaningless application of the 1944 Act.

Religious and moral education in inner city schools by John Nicholson, Christian Education Movement, 2 Chester House, Pages Lane, Muswell Hill, London, N10. £15 incl. postage.

College 'bargain' row

Cash-starved schools in Newcastle Upon Tyne may have to wait longer than expected for urgent improvements, because the city council has its eye on a bargain. A total of £4½m may come out of the city's education budget, to buy the former tool-making college, St Mary's, at Pontem in Newcastle, as an extension to the city's College of Arts and Technology.

Four of Newcastle's schools are due to get new nursery classes, one is in line for a new kitchen, others for furniture and equipment - but all these may be delayed if the St Mary's deal goes ahead, according to the chairman of the city's arts and recreation committee, Mr John Davies.

He said: "I'm against this, because of its effect on the whole education department. They're selling off school

buildings to raise money. There has never been a sum put aside to purchase this college, but when it's suddenly up for sale, we're talking about spending the equivalent of 3p on the rates. Every other capital project for schools, or the polytechnic, will suffer."

But paying for the college to three annual instalments will leave a little in the education budget for other projects, according to the council leader, Mr Jeremy Beecham. "The rationale is that we were going to have to provide somewhere for the college's very successful visual studies department anyway, and purchasing may be cheaper than constructing a new building."

The council has applied to the Government for the cost of buying the college, but expects a negative answer.

Strengthening science

The Science Branch of the Department of Education and Science should be substantially strengthened by bringing in scientific administrators, an official report has recommended.

This report, by Sir Ronald Mason, professor of chemistry at Sussex University and a former chief scientific advisor, looks at the effects of commissions from government on research funded by the DES.

"The effects of commissioned research on universities and other institutes of higher education appear to have been very small."

ABRC: A Study of Commissioned Research, by Sir Ronald Mason, Free Press Publications, Despatch Centre, Despatch House, 100, Strand, London, WC2R 0PH. £10.00.

ARNOLD-WHEATON Software

Programs now available for primary and secondary schools, and for careers analysis. Send for our brochure, and for details of new programs to be published in 1984, to:

Arnold-Wheaton Software, E.J. Arnold and Son Ltd., FREEPOST, Leeds LS11 977

(No stamp needed in the U.K.)

NEWS

Nick Wood at the Harrogate conference of the Girls' Schools Association

'Raw deal' for girls draws fire from Sir Keith

Sir Keith Joseph, Education Secretary, this week added his considerable authority to the claim that girls are getting a raw deal at school.

Addressing the conference he quoted a string of statistics on the relative achievement of girls at secondary school, college and university.

In the key subjects of maths and science, where good qualifications open the door to well paid and stimulating jobs, boys are consistently out-scoring girls.

In 1981 twice as many boys as girls took maths A level. In physics the proportion was four to one. And, according to the latest figures, only one in five undergraduates studying science is a girl.

"The facts are disquieting. At all stages of the educational process, girls fail to reach their potential in these subjects," the Education Secretary said.

... they are handicapped both in their opportunities for employment and indeed in aspects of everyday life which require a grasp of mathematical or scientific concepts.

"Facts such as these... show that many girls are not reaching their full potential in important areas of study. They are therefore cut off from some of the most promising opportunities available to young people seeking employment."

"To that extent, the education they receive is inadequate. They are entitled to expect better."

Teachers have to shoulder a good deal of the blame, though he recognised that powerful external pressures from home, friends and employers dissuaded many girls from making the most of their abilities.

Research carried out by the Cockcroft Committee had disclosed that in nursery classes boys were given toys

which promoted spatial awareness and problem solving, while girls were expected to concentrate on creative play.

"Here are the seeds of educational attitudes which are carried with pupils into primary and secondary schools and beyond - and into the family once more."

In primary schools, teachers were observed to pay more attention to boys than girls, seeing them as "more talkative and excitable", and so more rewarding to teach.

Such treatment boosted the confidence of boys at the expense of girls. They became more self-reliant than girls and more likely to claim direct personal responsibility for their success in subjects such as maths.

"There are lessons for teachers of older children too. The style in which girls are taught should reflect to a greater extent than... the present assumption that girls can be taught as well as boys."

"To treat girls as responsible in this way is the first and necessary step towards promoting a more independent, challenging and confident approach to learning."

Schools should also take "specific steps" to ward off peer group propaganda which branded girls as "unfeminine" or "socially unacceptable". If they ventured into the domain of "masculine" subjects.

More women in senior teaching posts was one way of giving girls the confidence to compete on an equal footing with boys, Sir Keith added.

But the trend was in the opposite direction. Only one in six secondary heads is a woman, compared with one in four ten years ago. And very few women are teaching the sciences, especially physical science and technological subjects.

Sixth-form pill charge angers co-ed heads

Leading figures from boys' public schools have angrily denied that some coeducational boarding schools urge sixth-form girls to take the contraceptive pill.

The allegation was made at the conference by Mrs Pauline Mathias, president of the association.

"True freedom is not well served by a few educational establishments who should be on the pill... this is the negotiation of real care for the young. It may avoid scandal and publicity but at what price in physical and psychological health?" she told more than 150 heads of private girls' schools.

Mrs Mathias, headmistress of More House School in London, a private day school with 248 girls, declined to name the schools she was referring to.

Mr Roger Ellis, chairman of the Head Masters Conference, which has about 130 schools with coeducational sixth forms, said: "I feel very angry about this. I know of no school which is advising girls joining the sixth form to go on the pill."

"The opposite is the truth. Our health education lays great stress on moral responsibility and respect and restraint between boys and girls."

Mr Ellis, headmaster of Marlborough, which has 100 girls in a sixth form of 400, said that at his school and many others, if a boy and girl were found in bed together they would be automatically expelled.

Mr Ellis was supported by Mr Peter Snape, general secretary of the Secondary Heads Association.

"None of our heads would make a generalized statement of that kind. I have never come across it at all."

But many headmistresses at the conference privately corroborated Mrs Mathias's charge and applauded her courage in airing the issue.

"It's current gossip among us", one said.

"I know it happens", Mrs Margaret Spurr, head of Bolton School, Girls' Division, said.

Others were inclined to see Mrs Mathias's remarks as indicative of a widening rift between girls' and boys' independent schools.

A growing number of boys' schools are now admitting girls, especially at sixth-form level, a practice that is deplored as "poaching" by many heads of girls-only schools. Indeed, in her speech Mrs Mathias said that coeducation was "good for boys but bad for girls".

Outside the conference hall Mrs Mathias said that the schools in question spanned the private and state sectors.

Mr Euan MacAlpine, head of Bedales, a leading co-educational boarding school, found Mrs Mathias's allegations "extraordinary" and said that he knew of no mixed school which behaved in the way she described.

Mrs Caroline Woodroffe, chairman of the Brook Advisory Centres, which provides advice on contraception and counselling on sexual matters for the young, including large numbers of secondary school girls, said: "I certainly haven't heard of any school bringing pressure of this kind - they are more likely to urge caution - and I cannot think any doctor would act in the way Mrs Mathias is suggesting."

Dr Trevor Huskins, president of the Medical Officers of Schools Association, said: "I just don't believe any school doctor would behave in this way."

A BMA spokesman said: "Doctors knew that to try to prescribe the pill wholesale would be in complete breach of the BMA guidelines and might open them to the risk of disciplinary or legal action."

Both the MOA and the BMA challenged Mrs Mathias's production of evidence to back her allegations.



David Young, MSC chairman, and Joan Hadley, chairman of Hereford Worcester council, with the wooden cow.

Milk without tears... or kicks

A wooden cow complete with plastic udders from Sweden has been roped in to teach youngsters the intricacies of milking on one of the new government-funded technical and vocational education schemes that began this term.

The black and white cow, a life-size working model of a Friesian, has been built by staff at the TVET centre in Hereford and is now the star exhibit in a fully-equipped milking parlour in the "land-based skills" studio.

Groups of 14-year-olds from 10 schools in the area who attend the centre one day a week take turns to fill the cow with a white synthetic liquid, then "milk" it by hand or machine.

They weigh and measure the yield and use a computer program to work out the required feed intake.

Mr Derrick Botterill, the project's director, said: "It would have been just as easy to stick a bag on the wall and milk that, but we thought we'd make it look like the real thing. It's been the

cause of a great deal of interest since the project started - I think because it's a bit different."

The centre had hit on the idea of an artificial cow after it was found that regulations governing the employment of young people on farms were strict to allow classes to gain experience of milking first-hand was impractical to keep a real cow in the centre's premises, he said.

But the Hereford children, many of whom come from farming families, eventually have to cope with the accommodating behaviour of a real animal.

"Later, youngsters will go to agricultural college where they'll have the opportunity to cope with the real beast," Mr Bob Barlow, the head of the centre, said.

"The most difficult thing is to attach the milking equipment to the udders of the cow. We thought about the movement and use of the real beast, when children are a real animal they would have the technique of applying the equipment and would be able to agree with confidence."

Youngsters on the course reacted very favourably to the cow, Mr Barlow said. The eight studios in the centre are working with "excellent and keenness".

Nick W

Calderdale again fails to scrap the grammars

by Biddy Passmore

Calderdale has failed for the second time in two years to end the grammar school system in Halifax. Sir Keith Joseph, Education Secretary, told the authority on Monday that he had turned down his proposals.

The Labour-controlled authority had planned to replace the three grammar schools and seven secondary modern schools in the city with three 11 to 16 and two 11 to 18 comprehensive schools and a tertiary college.

But Sir Keith's letter said he did not think the proposals presented "the certainty of any significant improvement" on the present system. They did not take enough surplus places out of use; thus threatening the viability of the smaller schools. He also complained that they did not represent a wise use of resources or fall in line with local wishes.

The news has come as a blow to Calderdale, especially since it had tried to design a scheme that met the Education Secretary's criticisms of the plan he rejected last year. This involved 11 to 16 comprehensives with a sixth form college.

"We tried to keep two sixth forms of its own workforce by about 2000, despite the fact the employees are recommended redundancies for 50 per cent of the cleaners."

Meanwhile, the council's policy resources committee has been asked to consider the decision to put cleaning in the hands of private contractors.

Private cleaning extended

Councillors in Conservative-controlled Dudley have voted to put the contract for cleaning the authority's three further education colleges into the hands of private contractors.

The move will save £130,000 a year and involve redundancy for about 210 local authority staff. Two firms have been asked to tender for the job - their tenders bear that of the authority's own workforce by about 2000, despite the fact the employees are recommended redundancies for 50 per cent of the cleaners."

DO SOME ADVERTISERS GO TOO FAR TO ATTRACT YOUR ATTENTION?

Every week hundreds of thousands of advertisements appear for the first time. Some stand out from the multitude by virtue of their relevance, wit or charm.

Others for less creditable reasons. It is our job as the Advertising Standards Authority to look into any serious malpractices and make sure that they don't happen again.

HOW FAR CAN AN ADVERTISER GO?

This is a vexed question because sometimes there is a very fine line between what is above board and what is below the belt.

One rule in our Code states, 'Advertisements should contain nothing which is likely, in the light of generally prevailing standards of decency and propriety, to cause grave or widespread offence.'

There is no doubt at all what we would do with an ad for a 'video nasty' that depicted someone being eaten alive.

But what about a car advertisement which addressed the reader as 'Ye of little faith'?

A few people might regard it as offensive, but not, we think, the majority.

Although the phrase is of biblical origin, it has slipped into common usage as a metaphor for the sceptical.

PREVENTING UNDERHAND TACTICS.

Another rule states, 'Advertisements should not without justifiable reason play on fear.'

What is 'justifiable', and what isn't? Again we take the view we think the majority would.

We might regard an ad acceptable if it showed how a widow and her children were able to survive on the proceeds of her deceased husband's life assurance.

While offering an answer to a frightening problem it doesn't in itself induce fear.

But suppose a security firm sent a leaflet through the post that said 'I'm a burglar, and I can get into your house as easily as this leaflet.'

This could terrify an older person living alone, and we would do every-

thing within our power to put a stop to it. WHO CAN WE THROW THE BOOK AT?

The British Code of Advertising Practice covers newspapers, magazines, cinema com-

Last year over 7,500 people wrote to us. Every complaint is considered and every ruling we make is published in our monthly bulletin.

WHAT WE DO TO THE BULLY BOYS.

If we decide there has been a breach of any rules we ask the advertiser to amend the advertisement. If he cannot, or refuses, we ask him to withdraw it completely.

Nearly all agree without further argument.

In any case we inform the publishers, who will not knowingly accept any ad which we have decided contravenes the Code.

If the advertiser refuses to withdraw the advertisement he will find it hard if not impossible to have it published.

CAN ADVERTISERS PUSH US AROUND?

The ASA was not created by law and has no legal powers. Not unnaturally some people are sceptical about its effectiveness.

In fact the ASA was set up by the advertising business to make sure the system of self control genuinely worked in the public interest.

For this to be credible, the ASA has to be totally independent of the business. Neither the chairman nor the majority of ASA council members is allowed to have any involvement in advertising.

Though administrative costs are met by a levy on the business, no advertiser has any influence over ASA decisions.

Advertisers are aware it is as much in their interests as the public's to uphold advertising standards.

If you would like to know more about the ASA and the rules it seeks to enforce you can write to us at the address below for an abridged copy of the Code.

The Advertising Standards Authority. If an advertisement is wrong, we're here to put it right.

ASA Ltd, Dept. A, Brook House, Torrington Place, London WC1E 7HN.



mercials, posters, brochures, leaflets, circulars posted to you, and now commercials on video tapes.

It does not cover TV and radio advertising. Though the rules are very similar, they are administered by the Independent Broadcasting Authority.

WHY WE ASK YOU TO GRAB A PEN.

Unfortunately some advertisers are unaware of the Code, and breach the rules unwittingly.

Others forget, bend or deliberately ignore the rules. That is why we keep a continuous check on advertising.

But because of the sheer volume we cannot monitor every advertiser all the time.

So we encourage the public to help by telling us about advertisements they think ought not to have appeared.

NEWS

Assessment: friend or foe to art?

by Philip Venning

Teachers of art subjects are not getting the best from their pupils because they wrongly believe that assessment stifles creativity, according to the Assessment of Performance Unit.

In a "pioneering" report on aesthetic development in schools, an APU working party concludes that objective assessment in the arts is feasible, even on a national scale. But no existing test was adequate on its own.

Teachers were mistaken in thinking that stated objective criteria for artistic achievement would restrict individual creativity. "In fact the opposite is true. Unless the student has learned the objective criteria of an art form, of language, of the sciences, or of any other discipline or activity, he will be unable to develop his creative potential." Students themselves needed a conception of what counts as achievement.

This meant that those doing the assessing should be as widely knowledgeable, sensitive, and open-minded as possible to the different criteria appropriate to different arts.

The APU identifies four factors relevant to the development of artistic understanding: knowledge of contexts (of the socio-historical background to a work of art); facilitating skills (skills in handling materials); discriminating between colours, sounds, and in using the specialist vocabulary; artistic appraisals (judgment of works of art); and valuing (personal preference).

Aesthetic Development, APU, Free from Room 477a, DES, York Rd, London SE1.

Teach minority languages to all, report urges

by Nick Wood



Schools offer too narrow a range of European languages

Every child should be given the chance to study an ethnic minority language in school, a Schools Council report said this week.

The report, one of a series seeking to add a multicultural dimension to public exams in established subjects, argues that schools should abandon their traditional commitment to a narrow range of European languages and open their doors to a wide range of ethnic minority or community languages such as Urdu, Hindi and modern Greek.

Such languages should be offered on an equal footing with subjects such as French, German and Russian, it says. Mr John Broadbent, a language teacher and the main author, says that schools should tailor the range of languages they offer to the linguistic backgrounds of their local communities.

For instance, inner city schools with large numbers of children from Asian homes should offer subjects such as Urdu, Punjabi and Bengali in addition to European modern languages. But even schools in all-white areas should reassess their language policies as a way of preparing their pupils for life in a multicultural society.

Mr Broadbent criticizes the existing menu of school languages as "narrowly Eurocentric". "The reasons for the narrowness of this range are essentially historical, given that French, Italian, and to a lesser extent Spanish, provide a cultural formation comparable to the classically-based humanism which the Franco-British aristocracy has sought for its children virtually since feudal times."

"It is not difficult to envisage a range of modern language courses which would reflect a greater cultural diversity, and the parts of this pamphlet concerned with Urdu, Hindi and modern Greek will argue that these and other ethnic minority languages should take their place in the school curriculum in full equality with the modern languages," the report says.

It acknowledges that the teaching of languages other than French is now declining in schools and puts forward short "language awareness" courses to be taken in the first year of secondary school as a partial remedy.

Such courses would, for instance, teach children how different languages

have developed and the place of varying forms of communication in everyday life. They would be followed by intensive taster courses in, say, French and Hindi, which would help pupils make informed choices about languages at the option stage.

"The selection should be a real and seriously considered one, not a mechanism by which children gravitate towards predictable subjects from the second year onwards - Mirpuris from Azad Kashmir into Urdu classes, Jamaicans towards Creole, English pupils towards French and so on."

A requirement for each pupil to take more than one option would help to overcome the dangers of "ghettoization": levels of attainment could then be recorded in a school-leaving profile showing language awareness plus two language options. Mr Broadbent says.

He puts forward two reasons for according community languages a central place on the timetable. Failure to do so can damage the self-esteem of children from immigrant backgrounds. And experience in Brent, Peterborough and Manchester "has already shown a desire to learn these languages manifests itself in all sections of the school population."

Initially, schools will have difficulty in finding people able to teach the new languages, the report concedes. They should strengthen their links with the local community with the aim of bringing in outsiders who, in many

parts of the country, are already teaching minority languages informally to children and adults.

The report also criticizes existing exams in minority languages, saying that those offered by the GCSE boards, notably the London board which sets papers in more than 50 "specially approved languages", have not changed much since the Second World War.

Devised in the last century for overseas candidates, they are not appropriate for youngsters attending today's secondary schools. Those offered by the Royal Society of Arts and the Institute of Linguistics, for example, come closer to filling the bill of practically-orientated methods of assessment.

Nearly one in six of all children in inner London speak a language other than English at home, a survey by the IEA has revealed. This is a 9 per cent increase in the last two years.

The IEA has used the opportunity to launch a drive to recruit and train more Bangladeshi teachers for schools in areas such as Tower Hamlets with a big Bangladeshi-speaking population.

Community languages at 16-plus by John Broadbent, Mahmood Hashmi, Balkumari Sharma and Maroula Wright. Published by Longman. Available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1PF. Price £3.50 (including p&g).

Political stand urged in geography

by Diane Spencer

Geography teaching should be more political and committed to educating children for life in modern society, according to a group of radical teachers.

They accuse geography textbooks and school syllabuses of sexism, racism and bias towards the capitalist system. The group, called the Association for Curriculum Development in Geography, which was formed last March with the support of the Commission for Racial Equality, this week launched a quarterly journal aimed at all those involved in geography education.

Called *Contemporary Issues in Geography and Education*, it challenges traditional notions of value-free and politically neutral education. At present geography teaching serves to support a gross inequitable status quo in both social affairs and in British society, say the teachers.

The journal aims to promote an anti-sexist, anti-racist, pro-egalitarian and anti-poverty approach which is critical of the ideological content of what passes at present as geography teaching.

The journal is edited by Mr David Gill, geography head at Queen's Kynaston School in north London, whose report on teaching geography was not published by the Schools Council last year. Her co-editor is Mr Bob Cook, senior lecturer at Loughborough Polytechnic.

The editors argue that the attempt to avoid political issues is itself a political act: "It encourages an uncritical acceptance of our conditions of existence and, thereby, helps to maintain and develop (for good or ill) current cultural and economic structures. The avoidance of political issues is not only highly political, it is also an example of sloppy and superficial teaching."

Each issue will include suggestions - curriculum guidelines, lesson plans, worksheets, assignments, teaching techniques and classroom organization.

Contemporary Issues in Geography and Education, annual subscription £5, from Frances Slater, The Geography Department, London Institute of Education, 20 Bedford Way, London WC1.

FA plan for talent-spotting meets with disapproval

Teachers refuse to back schoolboy soccer centre

A plan to open a national soccer school for all of the country's most promising schoolboy players has been condemned by the English Schoolboys' Football Association, which fears for the welfare of the boys.

The ESFA is the governing body for football in more than 20,000 schools. Its 25-member council made up of working teachers has set out reasons for refusing to support this scheme by the Football Association in a "white paper" published this week.

Responsibility for the scheme is laid squarely at the feet of Bobby Robson, England coach, and his anxiety for Cook, senior lecturer at Loughborough Polytechnic.

The FA plans to open the school next September at Lillleshall Hall, the national sports centre in Shropshire. An initial intake of 25 boys will attend a two-yearly comprehensive. A further 15 boys will be taken in annually, with a review after two years. Entry will be at 14.

The ESFA council is particularly concerned about the effects on the boys themselves of being a somewhat special group thrown together to live in a sports centre remotely placed and with a continually shifting population.

"The position of the boys in the school - 30 to 40 boys different from the other pupils - also gives us concern." And "The involvement of the boys in the general life of the school and the community served by the school is still largely unknown," while, "the social life of the boys appears to be meagre."

It doubts that selection of the best players is possible at such an early age and whether those selected will be the best adult players.

The ESFA council is also worried about the attitude the Football League club will take to the boys. At present this is largely unknown. It says, although many of the boys are certain to become "associated schoolboys", this means they are on a club's books from the age of 14, with the club having an option to offer them an apprenticeship when they reach 16.

The substantial sums to be invested in the school could be used to benefit a much wider range of boys, and would benefit performance at national level, says the ESFA.

Despite misgivings, the schoolmaster approved of another idea, to run a modern with the national school, set of establishing centres of excellence for the coaching of talented youngsters. But here the ESFA council doubts the centres based at League grounds and to welcome boys from as young as eight years old.

While feeling that the centres of excellence scheme has much to support, the council opposes involving any boys under the age of 11. It also prefers the centres to be located in schools or sports and leisure complexes rather than League clubs.

The first paragraph of the "white paper" emphasizes that the demand for national soccer school followed England's failure to qualify for the final tournament of the 1982 World Cup. Then a few weeks later Bobby Robson, England coach, was appointed to be in charge of the FA coaching department. The position had been vacant since the sacking of the previous year of Allen Wade, director of education and coaching for 20 years.

Last December Bobby Robson presented a "blue print" for the achievement of excellence to the instruction committee of the FA. This specifically called for a national soccer school for selected players in their fourth and fifth years of secondary education.

The ESFA counters that the Football Association will go ahead with the scheme, but Robson has given the impression of preferring to carry the scheme with him and his deputy, Mr Charles Hughes, has given a list of

coach. A housemaster, matron and physiotherapist will also join the staff with part-time help in pastoral care from two or three members of the school the boys would attend, Lillleshall comprehensive, Shifnal.

Report by Bert Lodge

The FA will also give an undertaking to each boy's parents that once accepted at the school he will not be withdrawn before two years, regardless of injury or rate of progress, unless it is requested by his parents.

Despite these assurances, an ESFA subcommittee visited Lillleshall last June and its report did not remove the initial unease.

It concluded that the mid-week

coaching session of one whole afternoon will prevent the boys following entirely the same timetable as the rest of the school and will probably restrict the number of examination subjects they can take.

It also points out that the rural nature of Lillleshall and the eight miles separating it from Lillleshall Hall will restrict opportunities for extra-curricular activities and for normal socializing. The report asks if the boys would be able to take part in other sporting activities within the school.

Mr James Harding, head of Lillleshall school, with 1,240 on roll, shares none of the ESFA misgivings. "I look upon it as vocational education. This is career training in days when career openings are precious. I'd like to see centres of excellence in other fields established throughout the country."



Bobby Robson: anxiety

Accommodating the boys would not be a problem in a time of falling rolls. He agreed there may be a certain lack of amenities in such a rural area, but this was accompanied by a certain lack of vices.

"The half-day a week spent on the football field represented the loss of only one option out of eight when some schools offered only seven at CSE level anyway, he said.

Mr Harding does not cavise playing the boys in the school first eleven: "They'll have their own fixtures against stronger sides, but we hope they'll join in our house matches and our training."

Pressure for dual use

More Government pressure upon local authorities to throw open school sports facilities for use by the general public is expected before Christmas.

Mr Dick Jeeps, chairman of the Sports Council, hinted when presenting the council's annual report last week that legislation might be expected through Parliament to speed up dual use of school and college gymsnasia, pools and playing fields.

But members of the working party to look at aspects of dual use, which was set up in 1981 by Mr Neil Macfarlane, then a junior minister at the Department of Education and Science, said this week they thought it more likely that a joint circular would come from the DES and the Department of the Environment giving ministers' views.

A section in the Conservative Party manifesto before this year's general election committed the party to accelerate multiple access to public facilities and Mr Macfarlane, now Minister for Sport, re-emphasized its importance when he spoke at the annual conference of the Central Council for Physical Recreation last year.

Will you be a winner in The Times computer competition next week?



Mathew Trump, aged 10, from Oxford



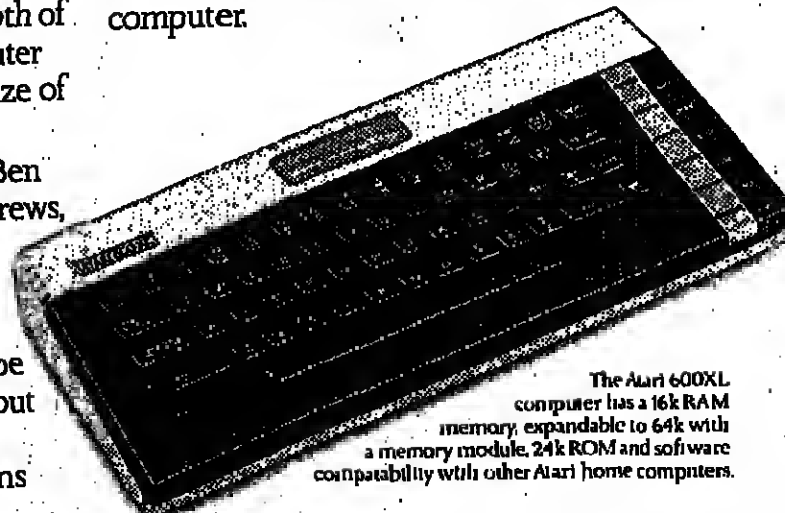
Steven Bilton, aged 15, from Sunderland

Mathew Trump and Steven Bilton are the seventh winners of The Times Classroom Computer Competition. Both of them have won an Atari 600XL computer for their schools and an individual prize of The Times Atlas of World History.

The 8 runners-up - Alice Elliott, Ben Sturges, Garth Vladislavich, Mark Andrews, Mark Norris, Simon Coyle, Jonathan Wells, and Andrew Thornbury - have each won a copy of The Times Atlas.

There are still plenty of prizes to be won, over the next two weeks, so look out for the start of next week's schools competition in the Computer Horizons

pages of The Times on Tuesday. It could be your turn next to win a computer.



The Atari 600XL computer has a 16K RAM memory expandable to 64K with a memory module. 24K ROM and software compatibility with other Atari home computers.

The Times puts computers into focus. 20p

Hard-up NAPE to raise cash with lottery

The National Association for Primary Education (NAPE) is running a lottery to try to raise funds for its activities. Earlier this year it raised its annual subscription from £3 to £5, *Virginian Mail* writes.

The Association, set up to provide a network and lobby for primary education, is short of funds, and basic costs, simply keeping members informed, are using up most of its resources.

In the current NAPE Journal, the treasurer, Mr John Nicol, says that many good ideas from the NAPE's 40 local branches cannot be put into effect because the money is not there. As well as the lottery, the NAPE will produce more publications, courses and conferences, hoping that they will raise some funds.

Membership is now around 3,000 - too few to provide the resources for a full-scale pressure group. However, publication of a book on Christian Schiller has been profitable; booklets are planned on issues members have identified as important, and an in-service course for teacher trainers who are being redeployed into primary training without primary experience is planned for next April.

HMI fears health dangers from video nasties

by Philip Venning

The detrimental effects of video nasties on primary age schoolchildren were highlighted in an HMI report this week, giving one of the first official confirmations of teachers' long held fears.

A survey by Her Majesty's Inspectorate of health education in 12 primary schools in Nottingham said the teachers were distinctly worried about the effects on their charges of video "nasties" and other unsuitable video recordings.

The survey found considerable disquiet at the increasing number of pupils who got to bed late because of the growth in the popularity of video recordings, and at the quality and content of video programmes.

Videos are popular with many Asian families, and at one of the schools contained Asian children (one had 88 per cent), as well as pupils from other ethnic backgrounds. This was taken into account by the schools, when discussing the more sensitive areas of health education, such as diet and sex education.

Most of the schools included some sex education, although generally when the matter arose naturally and not in any detail. Three schools with a

high proportion of Sikhs and Muslims excluded it.

The inspectors praise the way that health education and social development is reinforced by dolly school activities such as assemblies. At one school, for example, the assembly was on the colour "red". Pupils held up paintings of a pillar box and an apple and described their red colour. Others sang "The Little Red Hen", and eight children spoke of the dangers of things like crossing the road. Pupils then acted the story of Little Red Riding Hood; a prayer was said; the class sang "Who killed Cook Robin"; and final prayers were said by an Asian girl and an English girl.

With one exception, time was not allocated specifically to health education, and only three schools had members of staff to coordinate the subject. Most said that it was important but part of normal teaching. "This is unsatisfactory as it results in fragmented and unplanned work", the inspectors say.

For the older pupils particularly, there was a tendency for some schools to emphasize the acquisition of factual knowledge and allow insufficient time for pupils to consider their own feel-

ings and relationships with others. Parents were encouraged to become involved in a number of schools, which was invaluable in fostering cooperation and understanding, particularly for those of Asian or Middle Eastern origin. Some said that it was necessary to educate parents about such matters as suitable bed time for children, diet, dental care, and the need for measuring children's feet when buying shoes.

In some schools personal hygiene was a problem. In one school the inspectors saw several instances where teachers had to persuade children to wash thoroughly. "It is a constant wash teachers found necessary to battle teachers found necessary to wash, in order to compensate for the high proportion of children from socially disadvantaged circumstances who come to school in a dirty state."

A Survey of Health Education in 12 Primary Schools in Nottingham. HMI. Copies of this report may be obtained from local education authorities or from the Department of Education and Science, Publications Department, Honeycomb Lane, Stanmore, Middlesex HA7 1AZ.

THE COLLEGE OF PRECEPTORS
Incorporated by Royal Charter 20th March 1859
invites applications from those engaged in education for

TWO NEW CLASSES OF MEMBERSHIP

Member (MCollP) to recognise good professional practice in a tangible way.
Ordinary Fellow (FCollP) the senior Class of College Membership reserved for those who have made an outstanding contribution to education.

The College of Preceptors is an Examining Body and a Teachers' Society which has Members throughout the world.

For a copy of the Membership Guide, please contact:
Chief Administrative Officer
The College of Preceptors
7 Ridgmount Street
London WC1E 7AE
Tel: 01-636 0796

9-15's Activity holidays at the River Dart
South Devon

Set in the picturesque South Devon landscape, on the wooded Dartmoor slopes of the River Dart, is a complex too good to overlook when choosing a venue for your next group holiday or field study.

Professional team tailor courses to suit your curriculum
For youngsters in the 9-15 age group, activities are fully supervised and include:

- Canoeing • Caving
- Pony-riding • Climbing
- Archery and many other activities
- No previous experience needed in any activity
- Easter, Spring and Summer courses available
- Comfortable accommodation.
- Good food • Group discounts

Send for full colour brochure
Sample itinerary to:
Residential Centre,
River Dart Country Park Ltd,
Riverside Park 20,
Ashburton, Devon.
(Phone 0364) 52511

OVERSEAS

Levy for jobless youngsters taxes public patience

The once popular tax that was introduced to help jobless youngsters is now creating widespread dissatisfaction among the public and the very people it was designed to benefit.

The 1 per cent levy on incomes was introduced last year by the then Coalition Government to finance youth employment, work experience and training schemes.

A Youth Employment Agency was established, which, it was assumed, would administer the vast sums expected to be raised. Part of the agency's brief was to coordinate the various measures and initiate new ones.

The trouble began almost immediately when the Government decided to use the money to fund and expand existing schemes. By the time the board of the agency came into operation, there was very little left to play around with last year.

This year, it had some influence over the dispersal of the funds raised by the levy, but in mid-summer the Government "raided" what was left of it and used some of it for purposes which had nothing to do with youth at all.

The growing public anger was compounded by the refusal of large sections of the farming community to pay the levy. They were able to avoid doing so because of a complicated legal wrangle over health insurance payments, yet some of the levy was going on a young farmers' training scheme which the Agricultural Department had refused to fund directly.

Meanwhile, the education sector, which was suffering from cutbacks, began to look enviously at the amounts of money going to this biggest recipient of the levy - ANCO - the Industrial Training Authority.

In a memo to a Government Task Force on Employment, the Education Minister, Mrs Gemma Hussey, is believed to have claimed that ANCO was duplicating courses in the education area.

The response of the Task Force was to suggest bringing in a team of consultants to look at the whole area of education and training measures for

IRISH REPUBLIC

John Walsh on the troubles besetting the Government's youth employment programme

young people. But this led to an even greater row as the Youth Employment Agency said it would take too long for the consultants to report; it would effectively put decisions on ice for another year.

The Government itself has made no announcement about the recommendation to hire consultants but the intense unofficial word is that it will probably opt for an inter-departmental committee instead, to sort out the present confusion.

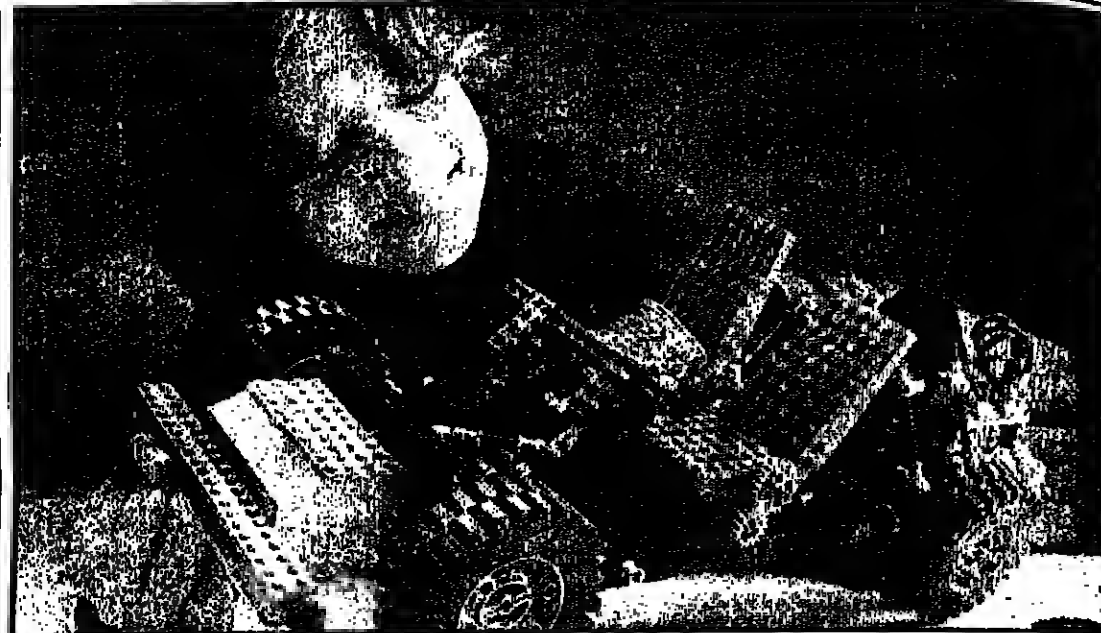
Over the past few weeks, as it began examining the estimates for the 1984 budget, the Government has come under pressure from trade unions to give the agency real powers, and much greater control over the allocation of the levy.

The Irish Congress of Trade Unions demanded a meeting with Labour Minister, Mr Liam Kavanagh, to discuss the purpose of the levy and the role of the agency.

It said the various schemes were badly fragmented and overlapping in many areas, there was also evidence that employers were using work experience programmes to replace permanent staff and as a probationary scheme for new recruits.

It said that the acquabbling between various government departments and agencies about the different schemes must stop and the Youth Employment Agency must have power to change the existing programmes which it inherited.

The Government has agreed, meanwhile, to give permanent employment to 57 temporary youth workers whose jobs had been threatened (TES, October 21).



Lego, the internationally-known toy company based in Jutland, has set up an educational products department in an attempt to expand its already huge schools market.

The company, which exports 98 per cent of its production has been making special packs for children's institutions and schools since the early 1960s.

Today Lego markets 32 educational sets for schools and is heavily involved in pre-school and other educational

development aid projects in Zimbabwe, Vietnam, Mauritius and the Sudan. It is also cooperating with the UN High Commission for Refugees in Pakistan, helping to educate Afghan child refugees.

Nine of Lego's forty foreign subsidiaries now have an employee exclusively engaged in educational sales, the accent being on kindergarten and primary schools, and sales to schools now account for between 5 and 10 per cent of its turnover.

Lego's Technical Functions kits teach the pupil elementary construction principles and technical concepts through the building of new working models using activity cards.

In the West the sets are geared to primary science and technology classes in Infant and Junior schools while in the Third World, they are used by children aged up to 14 in science, handicrafts, design and technology lessons.

Ruling paves the way for cane mutiny

The days of the cane in New South Wales government schools could soon be over, because the Anti-Discrimination Board has ruled that corporal punishment discriminates against boys.

The education department's guidelines on the use of the cane say that while boys may be caned by school principals and senior teachers, girls aged 12 or over may not.

According to Ms Carmel Niland, the president of the board, this is in direct contravention of the NSW Anti-Discrimination Act, which makes it clear that educational institutions must not discriminate against students on the grounds of sex.

The board's ruling means that boys aged 12 or over who are caned in government schools (the legislation does not cover private institutions) can now take legal action against the education department on the grounds of discrimination.

AUSTRALIA

Lula Garcia considers corporal punishment after a ruling on discrimination

Under the legislation, parents can demand some form of redress, an official apology, disciplinary action against the offender, in some cases, financial compensation of up to \$4,000 (£23,500).

Already the board has received at least one official complaint from the family of a 12-year-old country boy, which is being backed by a group called Parents and Teachers Against Violence in Education.

The Sydney-based group is a vocal opponent of corporal punishment in schools and its advisory council boasts many well-known Australian educators and public figures. The group

keeps an extensive dossier, including photographs and medical certificates of cases where children have been severely caned by teachers.

The group's coordinator, Mr Leslie Risk, believes that using the anti-discrimination legislation to force state government to take some action on the issue of corporal punishment in schools, could prove very effective.

The abolitionists point to the European Court of Human Rights decision that the use of physical punishment in schools against parents' wishes was a violation of human rights.

Mr Risk said that the government had been particularly slow in making firm commitment to the abolition of the cane, and allowed senior bureaucrats to make what in effect were policy decisions in that area.

Corporal punishment has already been abolished in Victoria and now is under way to abolish it in Western Australia.

Kohl fails to keep promise to the young

many have probably had to accept alternatives such as vocational preparation courses.

The tide of would-be trainees has been considerably swollen by youngsters who failed to find places in 1981 or 1982 and who have now emerged from the bridging measures such as a full-time vocational preparation year or courses run by the labour exchanges.

An added strain on the training market is the large influx of more highly qualified school-leavers - particularly girls - opting for a training place instead of, or before, going on to higher and further education. Their numbers have risen this year by 65 per cent in comparison with 1982.

The DGB and the teachers' union, the GEW, attribute the increase to the Government's decision to convert student grants to loans.

Whatever the reason, those who left school with little or no qualifications are not at an even further disadvantage.

At the end of September, 200,000 of the under-20s were unemployed. This represents a 5 per cent increase over August, and is probably high enough to discourage youngsters from seeking



Dr Dorothee Wilms: concern for girls, work and thus drive them onto the training market.

Dr Dorothee Wilms, the Education Minister, is concerned that two-thirds of those not provided for are girls (32,116 out of 49,265). The Government is setting up a special programme aimed particularly at girls and for those in the worst-hit regions, partly in workshops coordinated jointly by several firms (7,000 to 8,000 places); and its programme for the disadvantaged (the disabled and foreign youngsters) will cater for 5,000 or more in 1983-84, making a total of 8,000 places. The Länder also has special programmes for the disabled and for training girls in commercial and technical fields.

Caroline Cuss

Premier calls for new stress on English

INDIA

The Indian Prime Minister, Mr Indira Gandhi, has asked for urgent measures to be taken to halt the decline in the standard of English teaching in schools and universities.

Provincial governments have been asked to submit remedial courses, with the help of the country's University Grants Commission (UGC), to improve English teaching in the first year of university.

This is considered crucial, since most new undergraduates have had only a few years of English instruction in schools where it is a compulsory subject. As a result, they often cannot understand college lectures, which are given mainly in English, and struggle in the science and commerce faculties.

The UGC has been asked to appoint many more summer lecturers in the teaching of English and the British Council is to be asked to increase its number of awards to teachers of English in Britain.

In those states without a regional institute of English (most have now), these are clearly important. The provincial and federal governments, but the former want New Delhi to fund them fully.

A S Adhikari

Growing sex gap shows up in computer tastes

UNITED STATES

Charlotte Beyers on evidence of a new area of social division.

There is growing evidence here that girls are showing far less interest than boys in computers.

Experts now estimate that by 1995 there will be at least 48 million computers in the United States, but that far less than half of the users will be women. However, there is no evidence that girls perform less well than boys as there are any difference in their programming ability say Professor Robert Hess and Irene Miura from the Stanford School of Education.

Three studies indicate girls' apparent indifference to computers. The first surveyed 87 middle and upper income students aged 10 to 13. Of the 15 per cent who reported having home microcomputers, all were boys.

This was unexpected in a population evenly divided between boys and girls who had equal exposure to computer activities in school.

Interviews with the students showed that the typical owner was a high academic achiever who enjoyed programming and playing games on the computer.

A year later the 11 to 13-year-olds who had been part of the original sample were polled again. Home computer ownership had risen to 35 per

cent, with a two to one ratio of boys to girls.

An interview with a typical computer-owning family indicated that sons used the machine most. They spent an average of two to three hours a day playing and programming games. The father used the computer regularly for business, while the mother did not use it at all.

The second study surveyed 23 computer camps in which 5,533 students across the US were enrolled in 1983. Boys outnumbered girls by three to one. The proportion of girls in beginning and intermediate classes was 27 per cent. This dropped to 14 per cent in advanced programming classes and to 5 per cent in higher level courses teaching assembly language.

"The camps taught programming skills, not just games," Ms Miura said. "We found that among the classes that offered advanced programming the number of girls dropped. Their ability is not different from boys. Perhaps because they lack confidence or interest or are not sufficiently encouraged by their parents, girls often fail to continue."

She believes there is less for girls to do with a computer. For one thing they are often repelled by many computer games with their violent imagery.

In a third study, Ms Miura randomly chose 75 titles from three software catalogues. Junior high school students were asked to rate them. Thirty-seven per cent were seen as appealing to boys, and only 5 per cent to girls.

OVERSEAS



Male domination on computers...

Fifty-eight per cent were interesting to both sexes. Among the programs chosen for girls were: typing tutor, typing fractions and consumer buying and counting calories.

Ms Joan Targ, a Palo Alto teacher who shows children and adults how to use computers, thinks that their association with maths often tends to frighten girls.

"People don't understand you don't need second year algebra to be comfortable with a computer. Learning computer language is really more like learning French than fractions. Non-maths-orientated people can do it just as easily," she says.

"Girls hang back when paired with boys. We try to create a subgroup of the same sex. We try always to make using the computer as non-threatening as possible and as exciting and appealing."

"When we teach spread sheet analysis, we show the number of box cars needed to transport circus animals. Or, we will work a maths problem showing how much a special size candybar will cost in the year 2000."

In most of Joan Targ's classes there are twice as many boys as girls.

Far West Laboratories, a San Francisco organization that conducts research in education, notes that girls are dropping out of computer classes for the same reasons they drop out of maths and science courses.

At the elementary school level, the participation rate between the sexes is nearly equal. This drops to 37 per cent

in junior high school to 23 per cent at college level.

The researchers cite peer pressure, parental expectations, and society's assumptions about what girls and boys need to learn as the chief causes.

Jan Zimmerman, adjunct faculty member at San Diego State University, thinks that girls are often bored by computers. Much of the imagery used in programs is unattractive to them.

One game used to teach fractions to young children shows an arrow piercing a floating balloon when the student makes a correct answer. "The girls, unlike the boys, did not much care about popping the balloons. When the reward image changed to a little puppy, girls' scores rose significantly," she said.

Marcia Linn, a research psychologist at the Lawrence Hall of Science in Berkeley, says that the hall has three special courses all designed to reassure girls who want to learn about computers. They are: "Ms Math", "Math Sss Fear", and "Computers for Girls". The students are in the fourth to seventh grades.

Many American teachers agree that computers offer valuable new learning skills that will strongly affect students' future employment.

Myron Atkin, dean of the Stanford School of Education, disagrees.

"The evidence on computers isn't in yet," he says. He fears that computers will widen the gap between rich and poor students - those who have access and those who do not.

Worker supply out of step with demand

SOVIET UNION

The introduction of general secondary education to the Soviet Union, described by party officials as the greatest social victory in the country's educational history, has brought serious difficulties to the economy, according to an official report on the way Soviet students choose their occupations.

While, previously, job vacancies for skilled work were filled mainly by people who, for various reasons, had not received secondary education, nowadays there is a levelling out of the chances for young people in choosing jobs. This has aggravated the problem of filling low-status jobs," claims the report.

Most young Soviets want careers in

the "intelligentsia". Yet 40 per cent of all work in industries is manual work. The ladder of prestige, asserts the report, is not always logical or even justified in a modern economy. Thus, for every two students leaving school who want to be lathe or machine tool operators three want to be radio mechanics, although the creative content of the work of a qualified turner is higher than that of a radio assembler.

Routine, repetitious operations on a conveyor belt are often judged by young people to be of greater social esteem than work in shops or other service sections of the economy.

The annual additional demand for manual work in the current five years period will be five million workers in a total of seven million for all forms of employees in the USSR, states the

report. There are serious discrepancies between occupational preferences among school leavers and the demand for labouring teams in the economy. According to economists' calculations the ratio is one to six.

The apogee of all this is a call among party officials and planners for renewed efforts to be made to develop a science of career education and training.

Career advisers are currently trained in four main types of institution in Russia, but the fastest development is being seen in the secondary technical schools whose numbers have risen from 615 to 4,500 in the period 1970-1982. The number of trainees in these schools has risen from 180,000 to 2.3 million. At present the secondary technical schools educate up to 90 per cent of all

students in the careers-education system. By 1985 they will push out all remaining technical institutions of other types.

All this means that, concerned with the need to provide more manual labour, the authorities are going to concentrate on training careers advisers to direct young Russians into the most appropriate jobs. This indicates that higher education for the working masses is to be suppressed; the emphasis is on factory and farm work, a reduction in "intellectual" courses, and reinforcement of the old Soviet motto: "Eight years plus secondary technical schools". More young Soviets are expected to leave school at the age of 15 from now on.

Kenneth Shaw

Parents count the cost of austerity

ISRAEL

Benny Morrie on the end of free schooling.

The Israeli Cabinet has approved a 70-shekel (about £5.50) monthly levy per family to help cover the cost of schooling. The new tax will be collected only from the 300,000 families with one or more children in school. Some 90,000 additional families, classed as disadvantaged, will be exempted. The tax will be linked to the cost of living index, and will rise with inflation (which currently runs here at about 150 per cent annually).

The new tax marks a reversal of the policy of the first Likud Government, which regarded the introduction in 1978 of free schooling for all up to the age of 16 as a major accomplishment. Until the Likud came to power, school was free up to 16.

The new tax is part of a cluster of measures introduced by Mr Yitzhak Ezer, the new Finance Minister.

The new levy was denounced by

and by many teachers. But the government justified it on the grounds that the expected revenue of 2.1 billion shekels will help cover the costs of implementing the Etzioni Commission's recommendations.

The government-appointed commission three years ago recommended that all teachers' salaries be raised by some 30-60 per cent among other measures designed to raise the level of the teaching profession. Economists, however, have worked out the costs of the immediate implementation of the bulk of the recommendations at 2.5 billion shekels, and an education ministry spokesman agreed that the new tax "will not be enough to cover this".

The country's two teachers' unions, the Secondary School Teachers Association (high schools) and the Histadrut Teachers Union (primary schools) have warned in recent weeks that failure to begin implementing the recommendations immediately will mean a strike this winter. In past years, the teachers have gone on protracted strikes to force the Government to accept the Etzioni recommendations and to take the first steps in implementing them.

Miriam Glazer-Ta'Assi, deputy

education minister, defended the new levy in the Knesset as "no tragedy". She said that the cost of teaching one child in elementary school (grades one to six, ages 6 to 12) was 75,000 shekels and in secondary school (grades 7 to 12, ages 13 to 18) stood at 100,000 shekels per pupil.

Initially, the Treasury demanded a monthly fee of 1,000 shekels per family, with the Education Ministry opening the bargaining at 400 shekels. Before the compromise was reached, "if parents are called on to pay that amount (the initial ministry proposal of 400 shekels) - so what?" Ms Glazer-Ta'Assi told the Knesset. "It's less than the price of two cinema tickets."

Earlier, the Treasury and Education Ministry agreed to a 4.5 billion shekel cut in the ministry's budget out of a total ministry budget of 58 billion shekels. The Treasury would like the ministry to pare the budget by a further 1 billion shekels but the Education Minister, Mr Ze'evulun Hammar has so far resisted this.

According to education ministry officials, the cuts will mean a reduction in allocations to schools for extra-curricular activities, a decrease in the number of substitute teachers and a wider programme of school self-

maintenance and cleaning, with pupils doing the work of dismissed janitors and handymen.

Mr Eliezer Shmueli, education ministry director general, said that if pupils from grades seven and upwards clean and maintain school buildings, it will save the ministry some 600 million shekels annually.

Schools will now be required to cover for absent and sick teachers with existing staff instead of immediately bringing in substitute teachers. Only after the fourth day of a teacher's absence will schools be permitted to bring in substitutes.

This plan is firmly opposed by the teachers' unions. They fear that the schools will take away their two non-teaching hours the teachers are required to put in school each week and use them to cover for the absentee teachers.

Regarding the whole package of cuts and the new levy, Mr Yitzhak Ezer, chairman of the council of the National Parents Association, said: "Education, as usual, is the first place they cut, and always the things which are easiest to cut - services to pupils."

He added: "I haven't heard anything about cuts in (Jewish) settlements in Judea and Samaria (the West Bank)."

To be young is to be a suspect . .

PERU

Colin Harding on 'disappearances' in the guerrilla war.

Teachers and pupils are equally at risk in the brutal guerrilla war being fought in the south-central Andes of Peru. A number of cases have been reported in recent weeks of the arrest and subsequent "disappearance" of young people in Ayacucho department, which is under the control of an army general while operations are carried out against the Maoist Sendero Luminoso (Shining Path) guerrilla organization (TES, June 17).

The usual pattern is for the victim to be picked up by armed, hooded men in the middle of the night and taken off for interrogation. In one case reported to Amnesty International, a 16-year-old boy, Arquimedes Ascarza Mendez, was taken to the local army barracks, and then transferred to an unknown location after his mother had appealed for information about his whereabouts. The military have never acknowledged that he was in their custody.

Children come under the suspicion of being Sendero members or sympathizers because boys and girls have taken part in, and even led, many guerrilla actions. One of the top guerrilla leaders, Edith Lagos, was only 19 when she was killed last year. Some of the "disappeared" teenagers have subsequently been released, and have described the torture to which they were subjected in the Ayacucho barracks. It is sufficient to be young in Ayacucho to be a suspected "terrorist".

This particularly applies to students at the local state university, San Cristobal de Humanga. Several Sendero leaders were lecturers at the university in the early 1970s, and the security forces still regard the institution with deep suspicion.

On October 13, for example, special counter-insurgency troops forced their way into the university hall of residence, detained two members of staff, 20 students and several university employees.

A few days earlier a professor at the university, Manuel Masías Correa, had been arrested. His main crime seemed to be that he was married to a sister of Edith Lagos.

Teachers have long been in the firing line in the Ayacucho region, partly because of the links between the teachers' union, SUTEP, and one of Peru's Maoist political parties, Patria Roja (Red Homeland).

Patria Roja does not support the guerrillas - one of its members was elected to the Senate in 1980 - but teachers are widely regarded by the security forces as propagators of Sendero doctrine.

The Lima magazine, *Caretas*, recently carried a detailed account of the killing of two teachers and a shopkeeper, who were detained by a Civil Guard (police) patrol as they made their way on foot to the Sunday fair at the village of Parás, in Ayacucho. The police checked their names against a list, then took them off and shot them. A third teacher said that his colleagues had almost certainly been killed because someone had denounced them to the police as "terrorists".

At the end of September, SUTEP claimed that several of its members had been beaten and six of them arrested in the course of a big military operation in the Pampas and Tayaocja area of Huancavelica department. As a consequence, the union had announced that all 80 teachers working in this remote rural area had been forced to take refuge in the nearest big town.

Pro-government newspapers said that teachers in Tayaocja were anxious to leave the area because they were tired of receiving death threats from the guerrillas. By no means all teachers are sympathetic to Sendero, which regards teachers in general as agents of the Western, capitalist society that they are determined to overthrow. Whatever the reason, many schools in rural areas are no longer able to function.

COURSES

Guided Home Study for DEGREES, GCE and BEC

LONDON UNIVERSITY: LL.B., B.Sc. Econ., B.A. English, French, History, B.D., Diploma in Education.

CAMBRIDGE UNIVERSITY: Diploma in Religious Studies.

GCEs Over 60 'O' and 'A' level subjects.

BECI Now specially approved courses for the National Certificate.

For free details and advice, telephone or write to me stating which exam you wish to take.

The Hon. Frank Fisher, CBE, MC, MA, Principal, Dep. B.D., Walsley Hall, Walsley Hall, Oxford OX2 6PR.

Accredited CACC.

Walsley Hall, Oxford

TEACHER TRAINING COURSES

Internationally accepted Nursery, Primary and Advanced Montessori Teaching Diplomas taught by Tutor-guided Home Study.

Evening and Full-Time Courses. Free, write or call for Prospectus.

01-483 0165, 24-hour Answerphone

London Montessori Centre

111 Brompton Road, London W11 1TT

LETTERS

Christianity should not be synonymous with RE

Sir - Your feature in which Nick Baker reports his meeting with the Rev Maurice Clarke (TES, November 4) gives prominence to the latter's view that "schools should drop religious education". The article also illustrates the dilemma faced by teachers who have strong religious (or political?) commitment.

If the vicar is reported accurately, he appears to identify "religion" with "Christianity" and to assume that the purpose of religious education is to fill churches. He is wrong on both counts - at least in relation to county and voluntary controlled schools. In such schools the 1944 Education Act, like its predecessor in 1870, excludes religious teaching which is denominational or directed towards membership of a particular church.

In determining the content of religious education, local authorities have to seek the agreement not only of the faith communities in their locality but also of the teaching profession and elected members. While an understanding of Christianity is an important part of recently agreed syllabuses, these also extend consideration to other religions both in this country and in other parts of the world. The need for all citizens to gain some understanding of the range of religious practice and belief is even sharper in a multicultural Britain which takes pride in the principle of personal religious freedom.

It follows that schools and churches have related but distinct roles. The classroom is not the pulpit. The RE teacher hopes to encourage a sympathetic interest and understanding; the Christian minister hopes to nurture a particular faith. Each can afford to respect and learn from the other. When the same person wears both hats, schizophrenia can be avoided by giving professional priority to the personal integrity of each individual pupil. Where a vicar leaves a church-aided school and other religious foundations, is another question which the vicar might like to take up with his present authorities!

D PAUL KING
Adviser for religious education
County Hall
Exeter

Vocational education

Schools should drop religious education says the Reverend Maurice Clarke who gave up a headship for the Church.



From The TES, November 4

Role confusion

Sir - Although it is news when a vicar says that "schools should drop religious education" (TES, November 4), rather like a bishop declaring in favour of sin, the Rev Maurice Clarke's reported views seem insufficient to lead to his generalized conclusion.

His first criticism, which has little to do with RE, is that he found a conflict between being a caring priest and being responsible for good order and discipline. This was focused in his reluctance to cane "an absolute swine". One wonders why he did not choose to use some of the alternative sanctions which he prefers instead of the cane. Does he imply that caring does not include working for good order and discipline?

Secondly, he asserts that RE should be dropped, apparently because RE teaching is to blame for erroneous ideas about the Church. This may be questionable, but in other fields, for example maths, the discovery that pupils had the wrong ideas would not lead to abolition of maths, but to an improved effort to train teachers. One of the greatest failures of the 1944

Education Act was that, having established RE, it did nothing to ensure a supply of trained teachers.

However, one detects an assumption that RE should lead to commitment. "Since 1870 religious education has been a compulsory part of the syllabus... (but) something like 6 per cent of the population are involved with the religious life of the Church".

As one of the few school chaplains in the state comprehensive system, I see such assumptions as dangerous. In a pluralist society RE must claim its place in the school syllabus for educational reasons, because a child who has an understanding of religion, or the teachings of Christianity as a major force in our culture, cannot be said to be properly educated. But this should not deny consideration of other religions and stances represented in our society, and to abandon RE because it is not producing church-goers is to confuse the role of school and Church.

LAURENCE STEVENS
Chaplain and head of RE
St Barnabas' School
Newbury
Berkshire

TV attack

Sir - While we in the Children's Department at Thames Television welcome any coverage of ITV's extensive work to win the viewing battle with the BBC, we were, to say the least, deeply wounded by Hugh David's vitriolic attack on our topical magazine programme, *CBTV*.

Perhaps the deepest cut was Mr David's description of *CBTV* as a "Blue Peter-style" magazine programme. Anybody who has watched the two shows could hardly fail to notice how different they are. *Blue Peter* is a long-established programme relying on a tightly scripted format with its presenters using autograph to follow their lines. It has changed very little in a generation and makes no attempt at being topical.

Furthermore, *Blue Peter* occupies an entirely different slot to *CBTV* and is transmitted on different days of the week. When the programme planners devised *CBTV* the fundamental concept was to make it as different to *Blue Peter* as possible. The only similarity is

that both shows are live.

CBTV has broken from the traditional approach of children's magazine programmes. Its presenters are not middle-class, its studio links are unscripted, and its "unperfected style" is already being imitated over the BBC... namely on their Saturday Superstore show.

The direct result of these innovations is a loyal audience following of around five million. It is now the most popular factual programme in most regions on either network in children's time.

Perhaps Mr David might like to see some of the work done at Teddington in the Children's Department. If he does he will also discover that *Dangermouse* is not a "bought-in" cartoon, it is made by a highly rated subsidiary of Thames Television, Cosgrove Hall Productions Ltd, who are based in Manchester.

DALE LE VACK
Producer
CBTV
306-316 Euston Road
London NW1

Mind over matter

Sir - I watched and enjoyed BBC1's Horizon programme *Professor Hawking's Universe* and was interested in Brian Morton's review (TES, October 21).

In asking the question "why someone of Stephen Hawking's capabilities should have been singled out for suffering," not only might lead to the question why he should not have been singled out rather than someone of lesser capabilities, but also suggests a contradiction in Mr Morton's review.

He says: "Genius can have found few tougher paths into the wider world," but he would seem to answer

his particular point of apparent irony earlier on when he states, "Hawking's disabilities have, if anything, forced his mind to ponder on the unsolved paradoxes of astronomy and physics."

It is tempting to speculate, if Stephen Hawking's disabilities had not existed, might he now be applying his genius towards a much less valuable and possibly much more dangerous area of inquiry?

GLYN JONES
7 Glandorf Terrace
Garth
Bangor
Gwynedd

Third party

Sir - The TES will do education - and itself - a great disservice if it seeks to portray (as in your editorial of November 4) the political battle as essentially a two-party affair. You should not allow Labour's over-representation in the Commons to fool you about either the state of opinion in the country or about the relative effectiveness of the opposition parties.

Despite the rules of parliamentary procedure, it is usually Alliance MPs that have taken the most trouble to subject government educational measures (Regulations or statements to the House) to the most detailed scrutiny. Only last week Alan Beith very effectively exposed the new regulations on

overseas students' fees; Labour was left bringing up the rear, uncoordinated and unsure of where it would take us.

The media, of course, feels safer with the simplicities of an illusory two-party system that doesn't over-tax the imagination. But in search for answers to policy issues, educationists must involve all the political parties and avoid putting all their eggs in the basket of the silver-haired right wing from Winchester. As Chris Price says, Labour's reputation is very low. They have let so many people down.

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

Self-learning

Sir - Whenever one gives an interview to a journalist, one awaits the outcome with some trepidation. I was pleased to note, therefore, the faithful account of her visit to my school produced by Julia Hagedorn (TES, October 20). Nevertheless, one point, as it stands, needs substantial amplification, especially since editorially it has been selected for special spotlight.

"Teachers have to abandon control over the children and the curriculum and allow them to determine their own learning."

This phrasing could in some eyes have me sitting all day in my office with my feet up, drinking gin, while the children run amok - an impression I am sure Julia would not wish to convey! I am in fact arguing only that teachers must abandon a conventional notion of curriculum (with its emphasis on things to be learned) and respect children from direct supervision sufficiently to allow some real measure of self-learning.

At Lewknor even this philosophy can be developed slowly because of the kind of constraints cited in the article. Careful reading shows how much we do remain architects of events, but not so much with that conventional outlook.

If we are to make schools true centres of their communities, offering education beyond the narrow concept of children, within a lifelong concept of learning, then we have to afford a significant relaxation of some of our professional norms. Only then can the role of parents and other adults fit the aims of the teachers and develop a genuine sense of partnership. Only then can the "capability" skills have an opportunity for expression.

ANNETTE MUIR
Senior Lecturer in Education
Middlesex Polytechnic
Bangor
Hertfordshire

Spreading zeal for languages

Sir - As Lynn Truss pointed out (TES, November 4) the non-stressful method of teaching modern languages put forward by Professor Krashen in the Horizon programme, "A child's guide to languages", is extraordinarily successful though it may be, is unlikely to be pursued in schools while GCSE boards demand an academic approach with emphasis on the written language.

There is a convenient route in, however, for those who teach in inner-city schools, as long as the university vice-chancellors (any connexion with exam boards?) can look a little further than "revival" of languages traditionally associated with the grammar school. What about courses for all pupils, in modern Greek, Turkish, Urdu, Gujarati, etc. which substantial minorities of our pupils speak? The human resource is readily available:

This week I took me, an English teacher with a mere smattering of French, to teach each of our first year classes to sing "Everybody loves Saturday Night" and another only slightly less simple song, in French, German, Spanish and the Italian dialect, Calabrese, they had been taught to me by native speakers. This was by way of introduction (a part of our first-year course in language awareness) to the main business of pupils providing translations of these songs into their own languages in the course of modern language teaching, before handing the baton over to the music teacher for all pupils to sing in a public performance in the term.

An after-school mother-tongue maintenance class in Gujarati has been set up. The idea, of course, feels safer with the simplicities of an illusory two-party system that doesn't over-tax the imagination. But in search for answers to policy issues, educationists must involve all the political parties and avoid putting all their eggs in the basket of the silver-haired right wing from Winchester. As Chris Price says, Labour's reputation is very low. They have let so many people down.

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

The media, of course, feels safer with the simplicities of an illusory two-party system that doesn't over-tax the imagination. But in search for answers to policy issues, educationists must involve all the political parties and avoid putting all their eggs in the basket of the silver-haired right wing from Winchester. As Chris Price says, Labour's reputation is very low. They have let so many people down.

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

ALAN LEAMAN
Liberal Party education panel
51 Aldermston Road
Stratford
London E15

pulled in two speakers of Tamil - a completely different Asian language - and a child of Jamaican origin! There is no intrinsic shortage of interest in languages, which can easily be fostered if the experience of a new language, as the Horizon programme made clear, is meaningful and without stress.

If such enthusiasm is maintained, which seems likely in the opinion of language teachers in my own school, would it be too much to ask local authorities to provide peripatetic teachers from minority communities to take over at the transition into fourth year exam work? And would the universities find such languages as acceptable as Spanish and German?

BETTY A ROSEN
Head of Faculty of Communications
Somerset School
White Hart Lane
London N17

Our vice-chancellors' collective memory is, it seems, all too short: in 1967 they abolished, at a stroke, the foreign language requirement for university entry.

The new FL syllabuses at 16-plus will place a far greater emphasis on practical language skills than ever before. Universities should give their full support to these changes by restoring the FL entry requirement, first at 16-plus level, and eventually at intermediate level.

Instead of passing the buck by asking employers to "play their part by emphasizing the value of foreign languages", universities should ensure that all their graduates have a practical FL qualification.

Only the presence of large numbers of such people in commerce and industry will change current attitudes and thereby create the opportunities for FL competence to be used in employment.

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

DAVID NOTT
Chairman
The British Association for Language Teaching
Bangor
Gwynedd

LETTERS



Cuban prisoners in Grenada

Island view

Sir - We would like to correct some of the distortions surrounding the American justification for the invasion of Grenada. We are a group of teachers and students from an East London technical college who spent a month in Grenada last Christmas.

There was no sense of a Cuban military presence anywhere on the island. We met many Cubans who were working and teaching on new industrial projects. Some of them were offering their technical expertise as volunteers.

All visitors are taken to the site of the new international airport which to Grenadians is a symbol of prosperity to come from the increase in trade and tourism. The idea of building the airport dates from the British colonial administration in the 1950s. Most of the aid did indeed come from Russia and Cuba - the American and British governments refused to help.

Bishop's government was a Socialist one, but as the Grenadians continue to be impressed on us it was specifically Grenadian Socialism. Everyone was encouraged to participate, for example, the 1982 budget proposals were discussed in all the village councils. Government ministers in this tiny community were called

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

JULIA HOLLAND and others
Department of General Education
Waltham Forest College
Forest Road
London E17

Religious mix

Sir - The extent to which the former chairman of a Parliamentary Select Committee should take advantage of his office to write the kind of knock-out article that appeared under your "Diary" section of the issue of October 28, is at best a question of doubtful taste, but such is part of our freedom.

There are, however, three matters which are inaccurately or misleadingly presented. Stranmillis is referred to as "the Protestant teacher training college". It is in fact a government college, uniquely so in the United Kingdom, and does not operate any religious test for either students or staff. We do not elicit religious affiliation except on a voluntary basis for chaplaincy purposes after entry, and only the chaplains (not even the principal or the board of governors) have that detailed knowledge.

We can be labelled Protestant because the majority of our students and staff are Protestant (or at least, non-Roman Catholic), who have chosen to make it known in other ways, but that should not surprise anyone because of the accessibility of two Roman Catholic colleges in Belfast.

Throughout the United Kingdom (and probably the world) Catholic students normally go to Catholic colleges where possible. Why do so many visitors from across the water want to represent as shockingly different, conditions and practices in Northern Ireland that are the same as elsewhere? On that basis all local education teacher training colleges in the rest of the UK, when they existed, were equally Protestant, but that evokes no comment.

The second matter concerns a degree of confusion in his categories. "These colleges and universities (ie 'where students can mix unencumbered by religious imperatives') seem to be going very well". In listing them with reference to their "colonial dependence on foreigners to run them", with the exception of The Queen's University, he includes "the Protestant teacher training college, Stranmillis".

In spite of the incorrect label, we are properly included among the institutions with religiously mixed communities, and I hope that your readers will accept this resolution of the confusion.

The third matter affects me personally. From the way in which he lists universities in Northern Ireland it could easily be assumed that I am a Yorkshireman. A quotation from *Julius Caesar* would be apt here, but let me reveal that I am privileged to originate from the other side of the Pennines and that my impending retirement to Yorkshire is in a mission, aery capacity.

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

JAMES POMFRET
Principal
Stranmillis College
Belfast

Fifth-year results

Sir - The debate "comprehensive v. grammar" continues. It is interesting to study the recently published Inner London Education Authority school examination results for 1982, because this was the first year in which all ILEA's fifth-form pupils had received their whole secondary schooling in comprehensive schools. The results can be compared with 1981 in which year fifth-form pupils comprised both "grammar" and "comprehensive" streams.

The following table shows the percentage of fifth-year pupils attaining given results in each of the two years:

	1981	1982
5 or more	10.2	9.9
4 or more	18.2	18.4
At least 1 CSE grade 1	20.5	21.7

While one ought not to read too much into one year's results, these figures suggest an improvement among the top 25 per cent as a whole, but a decline in attainment by the top 10 per cent as a result of five years comprehensive schooling.

It may be noted that A level success by pupils who included grammar school streams (because they started secondary schooling two years earlier) declined from 64.2 per cent in 1981 to 60.9 per cent in 1982, but in this case the percentages relate to candidates, not to pupil population, so the figures are more subjective, being dependent on the number of pupils entered.

ROBERT VIGARS
ILEA member
County Hall
London

Animal facts

Sir - Barry Kew's article on animal liberation (Talkback, TES, November 4) raises a number of issues, two of which I would like to explore further. He attempts to justify the rights and welfare of animals by arguing that other methods are "successful in enlightening teachers" and he further suggests that the animal rights movement has explored lawful avenues and found them to be dead ends. The article is lacking in evidence or reasoned argument that supports either assertion.

It is not unreasonable to face people, schoolchildren included, with material that represents all points of view with regard to animal welfare/ rights and to allow them to make up their own minds as to how willing they are to allow animals to be killed. If at all, and if so, for what purposes. The problem is that such material is not readily and freely available to schools, neither is the offer of speaker services to which he refers.

In 15 years closely connected with schools I have received information only from the RSPCA. No other

Key points

Sir - I would like to comment on two recurring themes from "Computers in Education" (Extra TES, November 4).

First, who teaches computing in schools? Neil Straker's research confirms the subjective belief that much of it is done by teachers of mathematics, thus making the worrying shortage of qualified mathematics teachers even worse.

Given this background, we felt it was essential to train teachers of computing in our BED. Contrary to a statement made in an article by Jerry Wellington, there were students taking the BED route to becoming qualified teachers of computing in 1982.

organization has been concerned enough to send publicity material or offer speakers. No other organization has set up stalls at the wide range of teacher meetings I have attended.

In the last eight months I have contacted directly a range of animal welfare rights organizations specifically requesting information written for schoolchildren on the dissection issue. These organizations included the RSPCA, National Anti-Vivisection Society, Animal Vigilantes, Animal Aid, Humane Education Council, Lord Dowding Fund for Humane Research, Beauty Without Cruelty, Compassion in World Farming and the British Union for the Abolition of Vivisection. There is material available but the quality is generally poor and as yet no real concerted effort has been made to get the material into schools.

The BUAV has produced a recruiting pamphlet entitled *Dissection: Your Right to Refuse* which includes a picture of the one pupil whose refusal to dissect received coverage in the national press and which I suspect are the "refusals" to which Barry Kew

refers. The same organization sent me two typed foolscap documents, one entitled *Dissection in Schools: The moral case against it and educational case against it*, the other *An Education in Killing*. Neither of these were in a form suitable for use with children but from them it would be possible to produce good quality leaflets written specifically for children, for example *What is Vivisection?*, but no material directly on the dissection issue.

I suggest that if this represents the dedicated work of a frustrated force which has explored lawful avenues and found them to be dead ends, then the evidence supporting that statement is weak.

I am concerned that teachers and pupils should discuss the issues and have organized teacher meetings addressed by animal rights representatives, but I cannot and will not accept that the way to "enlighten teachers" is to raid and burn.

ROGER LOCK
Department of Educational Studies
University of Oxford.

ROGER LOCK
Department of Educational Studies
University of Oxford.

Our infake for this subject in 1982 was 18 students. However, this intake will be trained to teach either in the primary or secondary school, but from this year we can only train teachers for the question of where the teachers of computing in secondary schools are to come from.

TALKBACK

English as racism

JEANNETTE MEREDITH

"Racist", it seems, is first becoming a popular epithet to be applied to teachers of English as a second language. This was brought home to me at a recent conference organized by the National Association for Teaching English as a Second Language to Adults in Cardiff and again in the report in *The TES* of October 21 concerning the two articles in the *EFL Gazette*.

According to Miss Sian Swann, one of the effects of this "racism" is that "Grown up topics like race, politics and sex are hardly ever allowed into

the classroom".

I am involved in EFL and last year taught a group of young adults of Arab origin whose English had reached a lower intermediate level of development. A moment's reflection reminded me that, in fact, race, politics and sex had been discussed among a whole range of so-called "grown-up" topics. Others which came readily to mind were: terminal illness, death, funeral practices, abortion, contraception, courtship, marriage, divorce, unemployment, vandalism, child abuse, pregnancy, childbirth, crime, torture and punishment - both capital and corporal.

In case it is thought that my "syllabus" is a somewhat sensational document, the fact that such subjects were discussed must be seen as the end result of a principled approach to EFL teaching.

In my approach to language teaching I rate the ability to communi-

cate above an inhibiting concern for absolute correctness. Part of the reason we speak at all is because we have something to say about the way we are experiencing the world. This we do most easily with people that we know and trust.

To encourage communication, then, in a foreign language, two important conditions must be met. First, the same needs must be aroused which motivate communication in the mother-tongue, and second an environment conducive to the expression of these needs must be created.

To fulfil the second consideration the language group needs to be small - not more than nine with the teacher participating as a member of the group. The group should be primarily a social group which happens to be engaged in the common pursuit of studying a language. Relationships between group members should be built up over a period of weeks or months.

Because the group is recognized to have a social basis, members take an interest in each others' activities, hopes, disappointments and successes and topics which merit concern arise spontaneously and are pursued and examined as far as the consensus of the group allows. Teachers should not rush in with a list of ideas for discussion because topics which arise naturally directly reflect the interests and attitudes of the students. If this only happens to extend to shopping, travel, sport, food and entertainment then so be it. In a sympathetic environment, however, students combat the considerable challenge of using a foreign language to express their deep concerns on a wide range of issues and appear to derive great satisfaction from being able to do so.

The teacher's role is to support the group. This demands great awareness and sensitivity. It is necessary to know, for example, when to help, when to encourage, when to give an opinion

and when to ask for one; and perhaps most importantly of all when to do none of these things. It may even be necessary on occasions to act as a cooling agent when things threaten to get over-heated.

The teacher of foreign adults needs to stop being a mere language teaching device and become a real person with a stake in a particular social group to which she bring her own concerns, problems and resources. This will demand a degree of self-revelation which may be completely unacceptable to many. However, if we are to combat the student cries of "racist" which we may deserve, more by default than by design then this, I believe, is the type of personal challenge which we must be ready to take up.

Jeannette Meredith is an EFL tutor, and also a post-graduate research student in the Department of English, UWIST, Cardiff.

RE and the Church

ROGER OWEN

The Vicar of Hamble's advocacy of the abolition of religious education (*TES*, November 4) is like a vegetarian demanding a ban on serving mixed vegetables in restaurants. What is good for private consumption should not be publicly offered.

The Reverend Maurice Clarke mistakenly measures the success or failure of RE in terms of pupil commitment to a particular faith. "Since 1870 religious education has been a compulsory part of the syllabus, and where are we now?" he asks. "Something like 6 per cent of the population are involved with the religious life of the church," he moans in reply to himself.

Have RE teachers failed because the vicar's church isn't crowded? Should RE be abandoned because Muslim, Hindu and Sikh schoolchildren are not flocking to Christian churches? Of course not. It is not the purpose of RE in state schools to bring about a commitment to Christianity. RE is not about catching spiritual scraps.

The purpose of RE is to offer the pupil an understanding of the nature of religion, a realization of the importance and influence of religious experiences, beliefs and practices in the lives of believers, an awareness of the spiritual dimension of life, and some understanding of different belief-systems.

Good RE creates in many pupils a more sensitive understanding of their own beliefs and of the different beliefs by which others govern their lives. RE can play a vital part in a multicultural society, especially in the multi-faith school.

The Standing Conference on Inter-Faith Dialogue in Education made this plain a couple of years ago when it

stated that "religious education has the explicit role to promote personal development and foster understanding". On another level, how can you begin to understand recent events in Iran, Poland, Northern Ireland and the Lebanon without some understanding of religious beliefs?

"When I'm taking confirmation classes," the vicar argues, "I have found people's minds filled with the most erroneous ideas about the church, put there in part by religious education in schools."

Equally, I could argue that when I have taken RE classes, I have found pupils' minds filled with most erroneous ideas about religious faith, put there in part by Sunday School teaching in churches! One also wonders which "church" the vicar has in mind - Roman Catholic, Baptist, Pentecostal? No, Church of England, of course. Those "most erroneous ideas" might then well include the rosary, baptism by immersion and speaking in tongues.

Besides, even if there is poor RE teaching in some schools, is any subject free from similar criticism? If all subjects which had some poor teachers were abolished, the school curriculum would be non-existent.

There are sound educational principles for the inclusion of RE in the school timetable, regardless of any legal grounds. It contributes to many aspects of human experience - ethical, social, political, spiritual, aesthetic and is, therefore, a valid contribution to the pupil's development and education. Indeed, it might be argued that a child cannot be fully educated without a knowledge and understanding of religion any more than he can without a knowledge and understanding of history or of literature.

There is far more to RE, Mr Clarke, than doubts, dustbin ideas and discussion. Work to improve it, not eradicate it.

Roger Owen is a teacher at present seconded to the School of Education, University of Leeds, and author of several religious education textbooks.

Gift horse?

JILL HUMPHREYS

Giving birth is simple and straightforward compared with producing an MEd dissertation. The agony of the former is short-lived compared with the latter, which seems to extend forever.

Why, you may ask, if I felt like this, did I embark on this degree course in the first instance? I am not particularly academic and I teach in a first school which I thoroughly enjoy. But I was inveigled into it by my local authority which was probably sick of my requests to go on courses and decided it would have peace for two years.

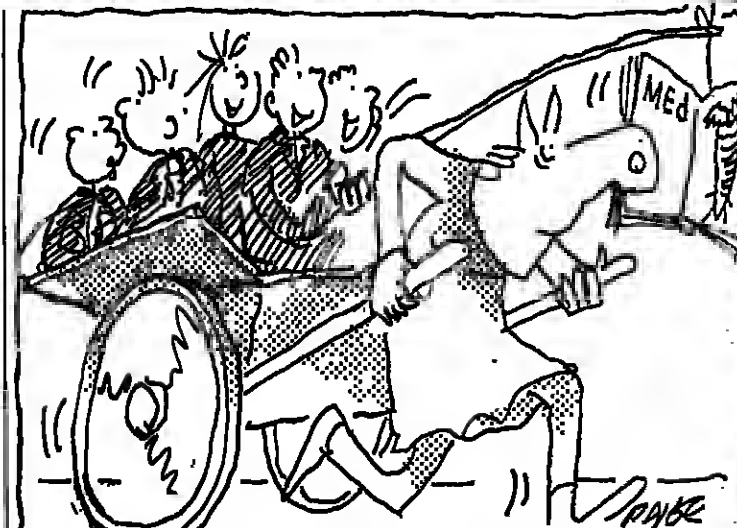
I had asked to do a short course but I was told that this was not possible owing to lack of money, but that I could do an MEd. When I queried the logic of this, it was explained that the MEd qualification costs the authority very little as most of the money comes from the DES.

Since I was brought up in the era when one was trained never to look a gift horse in the mouth, I accepted and thanked them politely.

Eventually I was summoned for interview at the university. I knew why I wanted to do the course, I found the subject matter fascinating and explained this to them in detail. Their learned heads nodded sagely.

Then I was asked what books I had read. All I could recall was Bullock - the shortened version. They began to look very doubtful. They asked if I had read any interesting articles? My mind went a complete blank. They started to talk quietly to one another and shake their heads.

To this day, I do not know what made me say: "But I have got the money from the authority". Their manner appeared to undergo an im-



mediate change: they raked in interest in my academic potential. I realized afterwards that they were trained in the same school as I was - never look a gift horse in the mouth. With falling numbers on postgraduate courses, they were not going to turn me down.

I consoled myself by thinking over the course requirements: no examinations, just four essays of 4,000 words each in the first year. That was only about 16 pages of A4 for each essay. Surely I could manage four in a year. After all I had half-terms and holidays and should not have to sacrifice too many other interests. Then in the second year, a single dissertation of 16,000 words. It sounded relatively easy.

The euphoria did not last long however. The grind started. Extensive reading lists were handed out. I soon learned to pare them down to the essentials appropriate to the essay topics I had chosen. As the first year progressed, I became aware that I was becoming the mule of a year.

Social life succumbed totally to essay crises. That was acceptable in the short term, but I realized that the unacceptable was also happening: my teaching

in school was suffering, as I could not give it the preparation time required.

My head also realized that life had become somewhat too full for me and switched the pressure onto the School teacher. Without this help and understanding, I should never have been able to complete the two years. As I was, the pressure was such that the end was impossible to envisage. Social life ceased; the house grew dirtier and the kids lived on sausages. Towards the deadline hand-in date, the MEd was never on my mind; I lived, ate and slept MEd.

During the two years, three out of eight candidates in my section dropped out for a variety of reasons, but my upbringing forbade this. Always finish what you start. To give up displays weakness.

Now it is completed and I can live again. I am pleased to have done it. The kids have gone to university, the house is clean and I am doing typing course this term. I have left, never to let us undertake anything similar again.

Jill Humphreys is deputy head at Lillington CE First School, Leighton Spa.

Unnatural selection?

Desmond Nuttall criticises the continued reliance on exams which are known to be unreliable predictors of future success



Exams have a multiplicity of purposes, both educational and social. They function as agents of curriculum control - more explicitly than ever before in the development of criteria for the common system at 16-plus.

Historically they have been regarded as the setters and guardians of standards. Though at one stage, I looked as though the establishment of the Assessment of Performance Unit might take the best of public examinations, the legal requirements for secondary schools to publish their exam results and the long-running controversy surrounding the exam results of different types of schools have meant that exams and standards continue to be inseparable.

Within the school, exams are often defended as an important device for motivating students - and teachers - and, for society, professional exams (such as those for doctors, lawyers and accountants) offer an important safeguard.

But pre-eminence among the purposes of exams is selection. Since the days of imperial China, nearly 3,000 years ago, exams have been used to pick out the most promising applicants for jobs or for particular forms of education. Sometimes, as in scholarships, the best 10, or whatever, are chosen regardless of the absolute standard of their performance. On other occasions, the exam is used to set the minimum acceptable performance level (for example, a B and two Cs at A-level), more akin to a process of attesting minimum competency.

In reality, though, this minimum level is not set by a careful analysis of the basic requirements of knowledge and skills necessary for satisfactory performance on the course or in the job, but simply as a response to market forces. A popular university department demands high A level grades largely to ease the task of selection among the many who apply; an unfashionable one asks for two Es in the hope of attracting enough students to fill the places available.

Of course, no selector relies solely upon examination results: other information, from interviews, references, beads' reports and aptitude tests, is always used. But it is clear from research into university selection and into employment that exams results that the results are not used in the process of short-listing. So the good are exam results at predicting future success.

At a recent seminar, organized jointly by the Training Information Service and the Centre for the Study of Comprehensive Schools and

attended by many representatives from business and commerce, I asked if anyone could refer me to studies of the predictive efficiency of examinations in employment, but no one could. My experience is borne out by that of Janet Jones, until recently BP School Teacher Fellow at the University of Reading, who has just completed a major study of employers' use of examination results. During her enquiries, no one produced any evidence about the validity of examinations as selection devices.

So, despite the widespread use of examinations in selection for employment, evidence about whether they really help the employer pick out the best applicants is hard to come by. In the field of education, though, there is more evidence. Despite the fact that there is considerable similarity between the predictor (exam results) and the criterion of subsequent success (another exam result), the general conclusion has to be that exams are very modest predictors of subsequent educational success.

For example, a study some years ago of the predictive value of CSE grades for further education concluded: "While showing that CSE can provide additional information for allocating students to further education courses, the findings of this project confirm the presence of the Beloe Report in thinking it important that 'ways should be left open for those who are not able to show their quality in terms of school examination results'. Students with low CSE grades possessed a high chance of success on a number of the further education courses investigated. Sixty-five per cent of the students ungraded or awarded grade 5 in mathematics, for instance, subsequently passed the craft studies courses with credit. It cannot be said that the opportunities of further education are closed to those who perform badly in CSE."

The same is true of O level grades as predictors of A level grades in the same subject. Many of the correlations are fairly small, ranging from about 0.6 in physics or French down to 0.3 in history or English literature. There is no universally accepted way of expressing the meaning of such correlation coefficients. The most stringent in the index of forecasting efficiency: a correlation of 0.6 means that the efficiency is 20 per cent better than selection completely at random, while a correlation of 0.3 implies an efficiency only 5 per cent better than chance. Other measures give a slightly more favourable picture, but all imply that there are plenty of students whose good O level

subjects themselves make different intellectual demands at different levels. But if we recognize such eminently sensible explanations, why do we persist in placing so much reliance on exam results in selection?

One exam that is, or was, a rather good predictor - at least 10 times as efficient as A level is at predicting university success - deserves a mention. Indeed, information from around the world suggests that it is probably the most efficient selection exam ever devised. It is, of course, the 11-plus. Despite its relative efficiency, it still fell so far short of perfection that tens of thousands of young people were inappropriately placed in different kinds of secondary school, with disastrous social, educational and personal consequences.

In large measure, its lack of perfection as a selection device rightly led to its demise (in most parts of the country, at least). The fact that the 11-plus is relatively so much better than A level as a predictor is, naturally, no argument for its reinstatement, but its fate certainly has implications for A level.

The key to abolishing the 11-plus was the existence of an appropriate alternative: the open access comprehensive school. What would happen if we were to have open access higher education? As in Europe, quotas would no doubt be necessary in some universities and polytechnics and most departments of medicine and other popular subjects, but quotas could be based not on previous attainment (as in effect they are at present) but on many other principles, some of which are being tried in Europe. Quotas can readily be manipulated to create greater social justice by favouring disadvantaged groups.

The guiding principle at the Open University is "first come, first served". Previous qualifications are not used for selecting applicants, but information about them is collected so that we can look at the success rates of different groups. The chart (figure 1) shows the percentage of students who passed at least one of the courses they studied, though rarely more than two, in 1982. The remainder of the students were more likely to have dropped out during the course for personal or domestic reasons than to have failed the course.

In line with all our experience and the evidence quoted above, there is a tendency for those with higher educational qualifications to be more successful but the relationship is far from perfect. Over 50 per cent of those with no qualification higher than CSE passed, while nearly a quarter of those in the most successful group did not pass the course. To have restricted entry to those with A levels or higher qualifications would not have been a particularly efficient way of selecting the students most likely to be successful.

So the experience of the Open University and comparable institutions throughout the world confirms that exams are poor selection devices within education. How much poorer are they likely to be in job selection where the criteria of success are so much more diverse and less like exam-taking? Anyone using exams as selection devices should be obliged to supply evidence that they are relevant and appropriate in that particular application, and should have the sense to be looking at alternatives which provide more information about the qualities needed for success on the job.

Desmond Nuttall is Professor of Educational Psychology at the Open University and formerly Secretary to a CSE Board. This article is based on a talk given at the BIS/SCS Seminar referred to.

FIGURE 1: THE PERFORMANCE OF OPEN UNIVERSITY STUDENTS WITH DIFFERENT ENTRY QUALIFICATIONS

Highest educational level on entry	Percentage gaining some credit in 1982
No formal qualification	56.1
CSE	58.0
O level	66.9
Average for all students	71.0
A level	73.0
HNC/HND	74.9
Teaching certificate	77.1
First degree	72.3

Bad form

GORDON CAMPBELL

The UCFA form has become a venerated institution, but it surely needs to be reformed. The first candidate for the job should be that impertinent part of section 1 which requests the name and occupation of the parent or guardian.

I was once assured by a member of the group which designed the original form that the government of the day had insisted on this item because of its usefulness for statistical purposes. One suspects that admissions tutors may use it for other purposes.

Medical faculties periodically issue denials that they select the children of doctors, but I have heard medical men argue that a doctor's son has the advantage of knowing the real life of the GP's life, what with long hours, little sleep, and surprising incidents become. Similarly, I recently heard an eminent historian argue that (other things being equal) the children of academics should be given preference by admissions tutors. Because such children are familiar with habits of serious study.



Information about the occupation of the candidate's father is also susceptible of abuse by politically-minded admissions tutors. Left-wing tutors can discover that the candidate's father is a capitalist pig, and take pleasure in rejecting the children of stockbrokers. Presumably, admissions tutors of another political stripe will reject the children of trade-unionists, as pre-

dicts of such homas might be disruptive in tutorials. The safest 'occupation' to list in that slot is probably 'unemployed', as that attracts the solidarity of the Left and the charity of the Right.

The next section I should like to see changed is 5(a), which gives the hapless candidate only 10 lines to list 'practical experience; study abroad;

occupation and studies after leaving school; foreign (intellectual, social, and other)'. One hardly need add that intellectual interests become engulfed in a mass of useless information about fan clubs, stamp collections, pop music, a list of favourite books which corresponds to the A-level syllabus, and a moving description of the candidate's acts of charity and good citizenship. The applicant is not encouraged to explain why he wishes to study the subject for which he has applied, nor is he encouraged to flex his intellectual muscles.

I always read that section of the form (if it is legible) in the hope that the candidate will prove to be something more than a charitable philistine. One then drifts on to examine the O-level results.

The examination results (section 6) and the list of examinations to be taken (section 7) are not sufficiently detailed: admissions tutors are kept completely in the dark about what the candidate is studying. The examination board is listed, and this allows the admissions tutor to discriminate according to his prejudices: Oxford and Cambridge is thought to be reputable because it is used by the great public schools, and AEB disreputable because it is associated with one-year cramming courses at further education colleges.

We are not told which syllabus is being followed. In my own subject

there are scores of alternative syllabuses, ranging from the apparently rigorous to the apparently worthless. In many cases the final marks involve a substantial amount of internal assessment, but this information is not included on the UCFA form.

It could be argued that admissions tutors tend to be suspicious of internal assessment, so the mere mention of a mode III might conceivably disadvantage a candidate. None the less, it should like to be able to look up the syllabus. If I were an admissions tutor in French, for example, I should like to know if an applicant was following a course wholly restricted to post-war literature.

Finally, some attention should be given to the concealed hazard on the form. Chief among these is the invitation to list five universities in order of preference. Candidates list their universities in the belief that their applications will be considered with care at each of the five institutions. They are not told that some departments will not only reject those who place them in fifth place, and that others (it is said) reject those who do not place them first (or second after Oxbridge). Such information should be incorporated into the explanatory material given to candidates.

Gordon Campbell is admissions tutor in the Department of English, University of Leicester.

FEATURES



Test matching

Never has so much testing been done so ineptly and to so little purpose, John Pearce concludes from the latest research

Not so very long ago a bright and shining new deputy chief education officer arrived in a quite, middle-sized local authority. After a few months brushing the dust off the department (and a few cinders off himself), he began visiting schools. He found much to admire, and, being a bright and shining DCEO, said so, and much to cause concern, in particular, the testing programme.

A third of the primaries ignored the L.e.a. test altogether. Some heads who did test would stretch the time-limits here and there, or let the slowest ones have relief for their distress through help from teacher, and one actually taught the class a lesson on the test forms first. The test itself was 30 years old, while most schools used other tests, some even older, not always the same ones, to provide scores for the secondaries. So our B &

S DCEO set up a working party. Sharing a holy terror of decisions made in their absence, everyone agreed to serve, and the date was set far enough ahead to permit some careful refurbishing of prepared positions.

Chief Psych batted first. "Testing, we should realize, was his pigeon (note of apology absent from B.S. DCEO). The test was old and bad, but he hadn't changed it because the gain to be had from any better test wasn't worth the hassle: the change wouldn't get him the manpower to analyse the results anyway.

B & S DCEO wanted to know how the test was chosen. Nobody knew, but the assistant education officer for finance, retiring next week, remembered, it was just before his time: Alderman Slomcombe had insisted on a test, but didn't

know a test from a pools coupon, so we had settled on the cheapest. Is there a better test, asked B & S. Wearing, Chief Psych said he had already explained: yes, but not so much better as to be worth while. DCEO began to look a shade less B & S. Chief Psych moved in for the kill: the only test worth using would cost £19,000 a year and an assistant to process the results.

B & S DCEO then had what makes DCEOs in their first few years seem so very B & S: a bright idea. It's much cheaper and just as valid to use light sampling. Chief Inspector, silent until now, asked silyly, just what is light about light sampling. DCEO gave a very B & S jargon-free explanation. Junior Sprog (known in schools as Primary Adviser) murmured all but inaudibly: Couldn't work. DCEO pounced: Why not? It's more work in a classroom, not less, to test five instead of thirty-five, and anyway the teachers, really only want results for the whole class: that's what screening is all about. Yes, put in advisory teacher for reading, but why screen if you can't follow up? Why can't we follow up, the DCEO wanted to know. Because, said the advisory teacher gently, your last budget took out the teachers who have always done it. Turning brittle and shiny, DCEO sought to conclude: Right, then, if we can't screen we shall have to monitor.

The word landed like a time-bomb planted on the committee table, and their sheltering silence was taken for assent. What, one of them asked, did monitoring entail? Chief Psych reiterated that even for monitoring there wasn't an affordable test that was good enough. Junior Sprog tried to salvage something: Most schools do some testing of their own, too. Chief Inspector, as chief inspectors will, removed the smile that the brought to DCEO's face: Yes, but they all use different tests. Very well, said DCEO, gathering his papers up again, get a list of the tests they use, and impose the top choice or make them select one from the top three. Why? asked Chief Psych, but forbore to press the point when DCEO barked: Standards! Must monitor the service. Must show the schools we mean business.

If a school is slipping, asked Junior Sprog, does it get extra resources? DCEO knew his research on that one: Doesn't seem to yield the benefits one would hope for, I'm afraid. What do we do with the scores? This, from the advisory teacher for reading. No more, said Chief Psych, than we do now: scan them for the weak spots and forget the rest. Yes, said DCEO, it's the message about standards that matters. How very cynical, thought the Junior Sprog, and ventured to say so. Well not really, said the Chief Psych ruefully, many of the school's current results are just a bit too invalid to be reliable, and while that's our fault for not training the teachers properly we can't put it right overnight. AEO Schools added: Half the teachers will go on using Schofield's graded word test that my children knew by heart.

Quality for all

Bob Doe looks at the attempts of the Centre for the Study of Comprehensive Schools to offer grassroots, high-tech support for the non-selective ideal

And the purpose of that network is to collect, study and spread good practice and new ideas that can improve comprehensive schooling. This is done through seminars and conferences, research and evaluation and publications.

A rapidly growing computerized information bank at the centre enables schools which need advice to be provided with information on tried and tested practices at the touch of a button. The CSCS information service covers the whole range of comprehensive school activities and the database includes 200 different subjects with entries as diverse as appointments; counselling; community service; core curriculum; profiles; pastoral care; study skills and team teaching.

Between May and September this year, which includes the summer holidays, CSCS answered 750 inquiries, some of them on more than one subject. With the centre's microcomputer, Humphrey Bastford, another ex-head volunteer and in charge of information services, is able to identify rapidly those schools with the experience, inquirer need and put them in touch.

Any school which feels it has interesting and valid experience can provide details to be recorded in the database alongside the centre's own research projects, evaluations and case studies. Schools will have direct access to this information when it becomes available on the Pressed television information service.

Another of the centre's aims is to forge a stronger partnership between comprehensive schools and industry and commerce. Pupils are not being adequately prepared for adult and

working life," admits Frank Stonor, released by Lincolnshire from the headship of Branton School to be the centre's director for a year. "We need to respond to our critics and to employers when they say what they need."

The companies supporting CSCS are not just looked upon as lucrative sources of financial support. They are represented on the centre's steering committee, and are drawn into its work: ICI's education and training manager was commissioned to write a CSCS report on what schools could learn about management from industry; bankers were invited to the recent seminar referred to by Professor Nutall (see page 00) where alternatives to conventional exam results were looked at; and companies contribute speakers to the annual CSCS conference which is rapidly becoming a major event in the education calendar. This year 170 attended.

A shop steward has been seconded from ICI to investigate trade union education in schools. This is one of the centre's research initiatives directed by Dr Chris Kyriacou of the university's education department. Other projects include stress on young teachers; experiential learning; life and social skills and special needs in comprehensives.

Once again the emphasis is on the development and evaluation of practical approaches. The work is undertaken largely by teachers released by their local authority and is based within schools or local authorities, rather than at the centre, though they can register for a diploma in the university through the centre and get research support. As with an impending discussion, research and

good practice, the centre also hopes to improve the public image of comprehensives. This, however, is too aim too which the CSCS seems to have made the least obvious progress so far. Ben Kerwood, is on loan from Oxfordshire where he is deputy head at John Mason school, Abingdon, and deputy director of CSCS for 1983. He says, "There is a great deal of ignorance among the general public about comprehensive schools. Even some teachers in them are not clear about how they fit into the national picture."

How far the centre can or will counter that ignorance remains to be seen. It is not meant to be a pressure group in the same way as the Programme for Reform in Secondary Education (PRISE) or Right to Comprehensive Education (RICE) groups.

Frank Stonor says the CSCS exists to promote "high quality for all children in all schools" and is not interested in polemic. If they were, one difficulty would be deciding what their views were, and who they represented. George Walker was, and who they represented. George Walker was, and who they represented. George Walker was, and who they represented.

For information about the South East regional CSCS conference on Saturday December 3 from 10.00 to 1.00, contact the Institute of Education, 59 Gordon Square, London WC1H 0NT telephone 01 636 1800 or 771.

when they were seven. This debate is fictional, but the statements made in it are not. The vast majority of L.e.a.s do some blanket testing, most of it in reading, mostly in junior schools, where a majority of teachers add some testing of their own. Now, a satisfactory testing programme needs to be (i) thought out as to purposes and method, (ii) based on tests chosen to fulfil those purposes, (iii) carried out with some basic understanding of test procedures, their disciplines and rationale, and (iv) put in adequate use afterwards by the L.e.a. Testing Children, the report published this week on the SCRC-funded inquiry into L.e.a. testing practices, suggests that it is very rare indeed for all four conditions to be met.

On the evidence of this very welcome book, the participants in our little fiction are only too correct - about classroom testing, teachers' attitudes, the lack of follow-up, the role of extra resources, and above all the status of testing programmes as symbolic messages. While the authors do not deal with the question whether testing, done properly, is more use or less costly than close knowledge of the schools built up by a skilled advisory staff, the amount of certainty to be gained from testing is shown to be painfully limited. That debate is outside the book's scope, but the problem of inadequate tests is not, and the omission to deal with it is a missed opportunity.

Nevertheless, Dr Glipps and her colleagues have deftly exposed educational realities at classroom and L.e.a. level. They do not condemn, but they leave some feeling distinctly foolish. Their central message is that teachers welcome testing, have a genuine need for it to be done well, and are entitled to a much better response from L.e.a.s about policy, choice of test, use of results and, above all, in-service education about the techniques of testing. The mixed motives and conflicting but quite legitimate interests illustrated in my fable above are obviously quite common.

Testing Children is a short and straightforward book, written for teachers rather than researchers, backed by political alertness and skilful project design. It is full of useful insights, and its closing chapter on Issues and Practical Advice (a rare title in research writing) is directed, in some instances (read, at test designers, at L.e.a.s and at schools in turn. It is a very comment on the Great Debate that there should apparently be so much testing of so many, done so ineptly and to so little purpose. If we in the L.e.a.s had done our part of the testing job even half so well and so clearly as Dr Glipps and her colleagues have done theirs, we should not now stand so defenceless before their gentle lash.

Testing Children - Standardized Testing in L.e.a.s and Schools, by Caroline Glipps, Stephen Steadman, Tessa Blackstone and Barry Stierer. It is published this week by Heinemann Educational, £14.50. John Pearce is a senior L.e.a. inspector.

"the notion that selection is unacceptable in education is dangerous and naive; life is like that."

Greater emphasis on the needs of employers does not meet with universal acclaim either, especially among those who worry about "narrow vocationalism". Ben Kerman, on the other hand, points to the very narrow vocational preparation for universities the old grammar school curriculum represented.

As with the other *bête noire*, mixed ability teaching, the CSCS response to such controversy is that discussion is required at a far more sophisticated level about pupils' real and total needs and that it should be based on the practicalities of what is and what can be achieved.

Frank Stonor says, for instance, that mixed ability is an absolute fundamental part of comprehensive education but that does not mean mixed ability for all teaching, all the time.

"Less about traditional class grouping, and more about streams, fall to understand how far we have got beyond that," adds Ben Kerwood. The challenge for CSCS is to get the majority of schools "to understand how far we have got beyond that."

Summing up at the end of this year's annual conference, George Walker saw the CSCS as a focus, focusing examples of good practice into "concrete beams of light that will illuminate the path ahead, encourage the hesitant and dazzle the critics." That may sound ambitious, but there is a clear need for someone or thing to rally the comprehensive troops, demoralized by constant selection fire. That is the sort of practical leadership the CSCS seems to offer.

For information about the South East regional CSCS conference on Saturday December 3 from 10.00 to 1.00, contact the Institute of Education, 59 Gordon Square, London WC1H 0NT telephone 01 636 1800 or 771.

Other enquiries to: CSCS, Derwent College, University of York, Heslington, York YO1 5DD.

FEATURES

When an inspector calls

Susan Thomas meets two teachers learning to cope with visitors from Egon Ronay rather than the DES



I was still en crudités and Perrier water when the Darlington business man at the next table set down his coffee cup, touched his serviette to his lips and pushed back his chair. "Most impressive thing about this place," he said, surveying the small, plush dining room, the Dutch masters, the French impressionists "is the way it's even improved since they opened."

"Mind," said his wife, "we take our feed seriously. If I tell you we've come here for lunch instead of going out for the day, you can tell how good we think it is. Are you," she asked, "from Egon Ronay?"

They're like that in Yorkshire. Friendly, informative, inquisitive. And they take a keen interest in the affairs of the Bishop's House Restaurant. Already it rates nice comments and little crossed knives and forks in the major good guides. And the regulars, local gourmets and expensive accountants alike, are looking for a Michelin star at the very least, this season.

"We've come a long way in the three years since we gave up teaching art," John Lee agrees. Even so, there's still a suspicion of staffroom droop to his jacket, a hint of chalk dust in his air.

He's right. Monday to Friday - grade figures and IT index permitting - the restaurant is electric with the buzz of megadollar deals in the making, and at weekends the tables are booked solid by avid Yorkshire eaters. The turnover has doubled and Anne Lee has joined that select band of women chefs who merit a mention by Ronay.

"We've learnt a thing or two, mind," he says, keeping things in perspective. "The greatest surprise was this new view of the commercial realities of life... the men who come here are selling for export... worried sick by the latest trade figures. You know if their next deal comes off they'll be back to celebrate - if not that's one empty table at lunch time. It's that direct."

"When you teach, your cheque arrives each month - it has no relation to the work you do or how well you do it. In this job, you become acutely aware of exactly what is happening in the economy."

Then there are the human oddities of catering. Food inspectors are instantly recognizable... invariably dine alone and drink Perrier water... businessness, even the quiet ones, need background music to ensure privacy... and the only thing noisier than the Post Office ladies' Christmas blinge is the Fleet Street contingent in a bye-election.

"That was really exciting... they were in here most days, up and down like yo-yos... seeing who'd said what or phoning in stories. Got too much for Anne one night... came steaming out of the kitchen. This isn't one of your Fleet Street bistros," she says in her best school morn voice. "You can't just come and go as you like."

"Don't know what came over me" says Anne, blushing at the memory.

But you can't wipe out a lifetime of the chalk face in a moment. They get immense satisfaction from being able to take on unemployed school-leavers. "There's really no work at all for them in Darlington. But I'm always surprised when the girls leaving for catering college thank us for teaching them," says Anne, suddenly wreathed in smiles. "We don't intend to - it's a habit I suppose."

Between them they notched up 37 years in education, John with the lion's share. Latterly they taught together at Stansby Secondary as a school where John was head of art as well as a senior examiner with the Northern CSE board. They were never reluctant teachers. They enjoyed it all - the teaching - the contact with the kids - the admin - the staffroom.

"Only," says John, "we both felt that schools were getting too large... that the effort needed to run the organization was probably not worth



adjusting and starting all over again. Not that their friends did well out of this.

"No - these were serious testing sessions, nothing social about them at all," says John. "By the way, I hope you notice our dedication to balance... none of this blind ideological attachment to the ayatollahs of the *nouvelle cuisine*."

Anne did no special catering courses in preparation for her new life. She had, she says, a very good teacher for O level. "You learn quickly and then we started with 14 places, more like a large dinner party, and worked up to 30."

It is a tough life. A 16-hour working day which starts at six with breadbaking and ends after midnight with beer and Benny Goodman. John usually paints during the brief afternoon respite. Anne browses through recipes.

"We change the menu completely every six weeks, so there is some excuse, but really it's a passion. Sometimes I feel like an addict out of control." Even the daily jog is part of the programme. "I'm working on my stamina. Paul Bence, the French chef, reckons women lack the stamina to make great chefs."

This competitiveness is the mark of the artist, says John. "If you're not competitive you're not an artist. Cooking, painting, it's all the same. Lots of the great French chefs are also exhibiting painters. Always it's the next creation that's going to be the best."

Just occasionally they relax. "I'm still painting," says John, indicating the 17 impressoists, still lifes, Dutch masters, which cover the walls. "I'm eclectic," he beams cheerfully, twin images of a watery pseudo-Surreal reflected in his horn rims. "After all people don't want to be surrounded by a single school of painting."

Savouring my egg poached in cream and crabmeat, and munching tender veal slices, floated on wine-cream sea and topped with jewel bright currants, I admired first one art form and then the other.

He does a nice line in canapés, mine host. Golden barges plunge through choppy waters, clouds scud over wintry skies - all life and movement. And I thought, as I toyed with an exquisite blend of cream and ratatouille, that perhaps the diners would be well advised not to gaze too long at the greasy, rolling, heaving swell if they hope to enjoy Anne's richer creations to the full.

"We felt schools were getting too large... putting everybody under intolerable pressures"

Once a teacher...

BOOKS



People of a now-extinct tribe who battled for centuries with the harsh elements of Tierra del Fuego, but couldn't survive the arrival of Europeans. From Peoples and Places of the Past, the National Geographical Association's expensive but impressive illustrated cultural atlas of the ancient world from 8000 BC to 1500 AD. (David and Charles £49.95). The book is divided into three main parts dealing with different continents, each section containing dozens of short chapters on the developing civilizations... cave paintings, writing, megalithic monuments, the seasonal phases of sun and moon, the eternal army of 6,000 life-size terra-cotta guards entombed with the first emperor of China, mysterious stone figures on Easter Island, the ritual facial tattoos of Maori chiefs. Detailed captions accompany the magnificent colour illustrations which dominate this attractive book.

All-out strike

Europe's Polity: The Facts and Arguments About Cruise. By Owen Greene. CND Publications £1.95. 0 907 321.25

Cruise Over Cruise. By Philip Webber, Graeme Wilkinson and Barry Rubin. Penguin Special £1.25. 0 14 052 345 5. The Disarmer's Handbook. By Andrew Wilson. Penguin £2.50. 0 14 00 6805 8.

If the Cruise-missile saga were not fact, few writers would have the imagination to invent it. The return to the subsonic, pre-ballistic technology of the Second World War, albeit with the addition of terrain-following guidance systems of unprecedented accuracy, itself seems implausible to the layman. The bureaucratic story of how the missile came to be developed by the United States in face of half-heartedness on the part of the services which might be required to deploy it - the air force, for instance, seeing the air-launched version as a rival to its first-choice weapon, the manned bomber - strains our credulity even more. And the political confusion it has produced - with NATO governments

seeing Cruise as a signal that the US will have to be involved in any war breaking out in Europe but the peace movement taking the opposite view that it is a means of enabling the Americans to limit a nuclear war to Europe - simply defies belief. The Imperial College team which produced *London After The Bomb*, an impressive account of the consequences of a nuclear attack, have now turned their attention to this story. Owen Greene has produced a CND booklet which vigorously outlines all the arguments against Cruise and Pershing II - so many arguments, in fact, that the reader is left unsure whether Cruise can really be a first-strike weapon (on account of its supposed accuracy) if it is also so unreliable (being apparently prone to bump into tall obstacles en route). The rest of the team have collaborated to produce a similar short book under the Penguin Special imprint. There is, however, blander than the CND version, weaker on the political and strategic dimensions, and attempting as it does also to cover other new weapons, spread rather too thin. Neither book shows knowledge, moreover, of Ronald

Huisken's sober but fascinating scholarly study of the origins of Cruise, which is a pity. Full justice to the Cruise saga has yet to be done. An unqualified welcome can however be given to another contribution to peace literature, Andrew Wilson's *The Disarmer's Handbook*, written in two months in an attempt "to set down all I know" about the arms race. As a long-serving defence correspondent before his conversion to unilateralism in 1981, Wilson is unusually well-qualified to produce a guide not merely to military technology and organization but also to alternative defence strategies and (briefly) the attendant ethical problems. The book's hasty origins are occasionally apparent (why else are France's land-based missiles omitted from the survey of nuclear weapons and destroyers missing from the list of warships?). But it has many refreshing features, not the least of which is his refusal "to encourage the belief that the nuclear threat is the start of trouble, but rather the consequence of our failure to solve a whole range of subsidiary problems".

Martin Ceadel

Unmeasurables

World Human Rights Guide. By Charles Humana. Hutchinson £9.95. 0 09 153490 9

If you like good food guides, pub guides, higher education guides, tabular statistics and books of records, then a human rights guide may go down well. Charles Humana, who appropriately proclaims his identity and standpoint even in his name, was surprised to find there wasn't one when researching political prisoners in 1966, and determined to supply the deficiency. The progress of consumerism since then has provided the snappy format, the checklists of rights, the synoptic black or white blocks and the final percentage rating for each country - except where rights are apparently so minimal that it is impossible even to get at the facts. The result is informative, and provides some useful comparisons. You can discover at a glance where people have the right to divorce or abortion, where they have to do national service or carry identity papers, where there is a right of habeas corpus and where the police carry guns

which as it turns out is almost everywhere. But if you feel that human rights like human feelings are rather difficult to quantify, you might think it's all a bit glib, or even trivializing. The trouble with the idea of a world human rights guide is that it can't be compiled by an impartial outside agency. Who is to guide the guides, or validate the guides' standards? To this, ease the standards are derived from the United Nations' Universal Declaration of Human Rights of 1948, and the "International Covenant on Civil and Political Rights" which in 1976 put the 1948 principles into treaty form. You can't help noticing straight away that the economic rights there don't find their way out to Charles Humana's checklist. Should we pretend not to notice that the rights which do find their way there are those which the culture within whose values the book was produced deems rather well off? The UK comes out with 95 per cent on the Humana Scale, beaten into fourth place by a mere 1 per cent - presumably because of a certain local difficulty in the West, and why ever shouldn't that count

more against us? - by Denmark, Finland and New Zealand. It all smacks a bit of self-congratulation. What if the right to work had found its way on to the checklist? Wouldn't the UK lose a few percentage points, and the USSR (27 per cent) begin to close the gap? What about the right to decent housing, adequate nutrition and speedy health care? Would it turn out that standards of decency, how much food is adequate and how soon it is, speedily, happened to correspond to, well, round about UK levels?

No, you can't measure human rights any more easily than human happiness or human misery; you just notice when they're missing. Some New Zealanders may find the taste of 96 per cent just a little sour since it's illegal to practise homosexuality there. And what price 92 per cent in Japan when the rights are not equally enjoyed by half the population since on the question of equal rights for women the answer is 40? The statistics need tempering both with understanding and a certain amount of scepticism.

Jessica Saraga

Values in view

Learning from Television, Psychological and Educational Research. Edited by Michael Howe. Academic Press £15.00.

If you think you have read enough about the effects of television on children and can give this book a miss, you are mistaken. The essays in this volume provide an invaluable summary of the present state of research in this field. The title is somewhat misleading. Although the first three essays deal with educational television, the bulk of the contributions discuss the effects of televised violence, sex, advertising and so on.

Much has been written about the impact of television on the young, most recently by a group of 13 teachers. The latter's report - *Popular TV and Schoolchildren* - did not have a good press and reading *Learning from Television* I can understand why. The teachers' approach, however well intentioned, was amateur. The contributors to *Learning from Television* are professionals.

It is tempting for the amateur to make superficial judgments about the way television affects the behaviour of young people. It is also a commonplace for the amateur to build a hypothesis on evidence that is anecdotal or on so-called research that is seldom more sophisticated than asking a handy group - such as a school form - for their views. *Learning from Television* is an excellent corrective to the amateur judgments, not because its conclusions are all that different but because they are based on the serious studies of professionals.

Public concern about the effect of various communications media on children is nothing new. Plato argued for the censorship of storytellers. Grimm's fairy tales caused parental unease. In the early days of the cinema it was feared that children's attitudes would be influenced in a way that parents and teachers could not control. The sheer volume of television viewing and the central position of the television in the family, intensifies these traditional anxieties. Above all television challenges parents and teachers in a way that other media do not.

The challenge is to prevent television usurping the place of parents and teachers as "primary socializing agents". For if there is one thing that this book makes clear it is that when it comes to the attitudes and values of children television acts as a sort of "default mechanism in the system": influence is only substantial when parents and teachers fail to tackle the questions of attitudes and values which are raised in television programmes.

If, for example, television programmes encourage the view that success should be measured in terms of money and power, that is what children will come to believe as long as parents and teachers fail to put in a contrary view. It is not television corrupting the children; it is parents and teachers who are failing down the job. All the evidence indicates that where parents and teachers do take a positive line on attitudes and values, the influence of television is minimal.

The impact of television depends, therefore, on whether it is operating in a moral vacuum or within the context of clear parental and educational teaching on values. Hence the current anxiety. We fear that neither in the home nor in the school are values properly taught. Instead of warning about television, parents and teachers should be worrying about their own performance.

There are so many excellent essays in this book that it is hard to do the justice. I found myself continually challenged to rethink my own position. Why was it that *Holocaust*, a fictional glossy soap opera that depicted the horrors of Nazism, brought home to millions the true nature of what happened under Hitler when current newscasts and documentaries failed to do so? Can a case be made for more in the way of erotic media as long as it is tastefully presented and limited to normal activities? What exactly is the evidence for a positive relation between television viewing and children's behaviour? These are many other questions are raised and answered in this stimulating and authoritative book.

John Re

Terminalology

Dictionary of Computing. Edited by Valerie Hingworth, with Ted Glaser and Ian Pyle with advice from 50 people on both sides of the Atlantic. Clarendon Scientific Books £15.00. 0 19 835905 3.

A year or two ago, I reviewed a pair of dictionaries of computing by comparing the overlap between the citations in each, which was small, and looking up the terms I thought important, and either not finding them, or finding a definition with which I totally disagreed. I concluded then that computing was a subject growing so rapidly, and in such a state of flux, that each physical computer community had grown a fungus of synchronisation in their terminology, all of their own. The technical editors on this project of I know as men of both precision and stubbornness; and I therefore much admire the skill of Ms Hingworth, whom I take to be a lexicographer by trade, in venturing, even with their aid into such a dangerously mined terrain of terminology, and coming out still so consistent and coherent a result. Still, I suppose, with Dr Burchfield as trainer, they grow them like that at Oxford.

The only major items I found missing, which I hope will be in the next edition, are *constructive function* and *constructive domain*. There is a great deal of cross-reference, both by marking terms that are also cited, and, On Larkhill, by J P W Mallard (Allison and Busby £9.95) is a notable well-written autobiography by a Socialist MP whose achievements are elucidated that of, as an ex-objector, put in charge of the Royal Air Force, and in the end, as a member of the Huddersfield and its book turns; Michael Foot comes but a foreword.

John Lask

Going for a song

Hey diddle diddle. Nursery Rhymes with traditional tunes, chosen by Jennifer Harrop. Illustrations by Frank Francis and Bernard Cheese. A & C Black £3.95. 0 7136 2334 9.

My Colour under the Sun. Songs for primary school assemblies. Illustrations by John Wood. A & C Black £3.95. 0 7062 4266 1.

The Tinker-box Assembly Book. Compiled by Sylvia Barratt. A & C Black £5.95. 0 7136 2169 9.

Angels up High. By Danks O'Gorman. Hyles McCrimmon £1.45. 0 85597 307 2.

There are some 250 different songs to be found in these anthologies, many selected from other cultures, and a high proportion of them original compositions. Jennifer Harrop has chosen nursery rhymes for the latest of A & C Black's new extensive series of song

collections. Music and texts are clearly laid out, one song to a page, with simple piano accompaniments and guitar chords. The broad, spiral-bound format (a feature of all the books except *Seeing and Doing* and *Angels up High*) has been enhanced in this case by many full-page colour illustrations, painted by Frank Francis.

The only drawback of a collection of this kind is that nursery rhymes are still part of an oral tradition, and the tunes as printed invariably differ in detail from the versions recollected by different individuals.

This might also be a problem in the *Musical Calendar of Festivals*, except that many of the foreign tunes will be new to most people. The idea is an excellent one, and it has been extensively researched by Barbara Cass-Beggs, in terms of both music and background to celebrations and customs. Each of the 12 chapters (representing the months of the Gregorian calendar - the problems of allocating Jewish or Islamic ones, are dealt with in the introduction) is preceded by a summary of fixed and movable feasts and a brief explanation of the occasion. Foreign texts are given in English and phonetic translations. All five

continents are represented and occasions range from great religious and national festivals to local customs.

The international element in *Every Colour under the Sun* is present by implication rather than example. Subtitled "songs on thoughtful themes for primary school assemblies", the collection ranges thematically through the seasons, identity, work and everyday life, cooperation and tolerance and celebrations, as well as multi-ethnic awareness. Most of the songs are originals by Jill Darby, Jan Holdstock or Pamela Verrall. Stylish and varied though they are, the message might occasionally come across too blatantly for some - in the moralizing manner of an "uplifting" Victorian hymn.

The *Tinker-box Assembly Book* contains no songs at all; what it does, is cross-reference material from 12 other A & C Black publications such as *Aquashide* and *Someone's Singing*. Lord Sylvia Barratt has compiled some 35 different topics, thematically grouped according to Self, Others, Surroundings, Times of Difficulty and Celebrations. Each topic takes children's own experience as a starting point, and could provide assembly material for a week or more. There are short stories, poems and suggestions for discussion and activity, as well as the aforementioned referenced sub-

ject list of songs.

More topic-based material comes from *Seeing and Doing*, a compilation of songs and poems chosen to complement the Thames Television series for infants. The densely packed book must contain about 500 items in all, and could prove a good thematic source of poems for older children as well.

Angels up High is a musical Nativity play for juniors, its title indicating Denis O'Gorman's novel angle on the story: Gabriel is attended by eight assistant angels who tend to bicker a lot and comment on the strange actions of the humans below. The text ranges from semi-Biblical to vernacular and the songs unfortunately combine the worst of both worlds.

Recorder players are served by a 100-strong anthology of tunes in *Hey Presto!* All the tunes are to be found in the A & C Black song books and are appropriately referenced here. A few appear in different keys, but they all (usefully) are reprinted with a verse of words. Reference too should be made to the *Abrocadabra Recorder* series. Books 1 to 4, from which this anthology has been drawn. The material ranges from three-note beginners' tunes to the complexities of Scott Joplin's *The Entertainer*.

Andrew Pegg

Words of wisdom

Organising Learning in the Primary School Classroom. By Joan Dean. Croom Helm Teaching 5-13 series £4.95 0899 0822 9. £6.95 0823 7

I hope Joan Dean would not be offended to be acknowledged as one of the grand dames of the British education scene. *Organising Learning in the Primary School Classroom* provides a platform to display the wisdom and experience accumulated over many years of practice, combined with a shrewd acknowledgement of what is important for the future. As far as the audience is concerned, teachers may turn to this book with a sigh of relief. It is practical, informative, intelligent and useful. The "tips for teachers" section is avoided, yet the book is packed with practical and thought-provoking ideas for improving classroom practice.

Areas for discussion are grouped by chapter under the headings the children, the curriculum, the teacher, the management of learning, and evaluation and assessment. These broad areas are broken down into clearly headed sections under sub-headings that teachers can find their way to, and ideas without necessarily reading the whole book.

Angela Anning

Satisfying menu

A Framework for Reading: creating a menu in the Primary School. By Peter Somerfield, Mike Torbe and John Ward. Heinemann Educational £2.95 0 435 1940 1.

A booklet on cross-curriculum policy states its first principle, without further ado, "that the teaching of reading should not be a barrier to the enjoyment of books". What follows is a list of twenty-first century reading objectives. If that statement is taken as a challenge, then this is a largely successful document, though what it is intended to remedy, it is not children's reading, but teachers' attitudes. It is a good idea to have a menu of reading objectives, but it is not a menu of reading objectives, it is a menu of reading objectives.

What a *Framework for Reading* does is to help teachers to do what they do best, to help children to extract meaning from some reading scheme books, because they do not tell a

study skills and involving parents. My criticism of this last is that there is a surely unintended emphasis on telling parents things. It may be difficult for teachers to convey willingness to learn from parents but it is unfortunate to suggest that reading a story to a parent and toddler group "will introduce parents to the art of storytelling". The authors also ignore how different categories of parenthood overlap; one can have an infant, a Junior and a preschool child at the same time.

A *Framework for Reading* is really an organizational document, which first sets out a general approach to reading, based on enjoyment of books, reading for meaning, genuine reading tasks and plenty of diagnostic observation rather than reliance on Standard Tests. The authors believe in the value of the whole book provision, comfortable reading space and ample reading time, it's part of the backwash approach. For those of us who used to talk of the "reading diet", it's a satisfying menu, offering a kind of health-food approach - an appetizing change from years of literary and linguistic school dinners.

Mary Hoffman

Byways and bygones

The Potteries. By David Sekers. 0 85263 564 8. Straw Plait. By Jean Davis. 580 X. Textile Machines. By Anna P. Benson. 647 4. Baskets and Basketmaking. By Alastair Hescline. 611 3.

Shire Albums 95p. each. The Archaeology of Gardens. By Christopher Taylor. 0 85263 625 3. Greek Colnages. By N K Rutter. 635 0. Romano-British Mosaics. By Peter Johnson. 616 4. Shire Archaeology £1.95 each.

Test question: where can you find a blunder, a dicky pot, a slubbing billy, a slyped slith rod, an empty moat, a flim, a musivarius? Answer: one in each of these Shire books (in the order listed above). The byways and bygones of history are Shire's stock-in-trade, and with this batch of albums and archaeologies you may do some happy exploring. "This is the first book ever written that has dealt exclusively with the British straw-plaiting industry," Jean Davis assures us proudly, while Christopher Taylor, ever enterprising, invents a brand-new branch of archaeology, which he expounds efficiently and clearly.

The other topics are more familiar. Maybe you're not particularly interested; but beware! Shire have a knack of producing enthusiastic experts whose obscure learning may well hook you. Ench presents his topic with admirable concision and just the right technical detail to intrigue most of us. Ench relies on excellent illustrations: "Many of the pictures in this book relate more vividly than words the conditions in which North Staffordshire potters worked," remarks David Sekers. Again, *The Archaeology of Gardens* scores, with its mixture of air photos and RCHM plans, albeit all from two eastern counties.

Each booklet is rich in economic and social history. *Greek Colnages*, for example, both played a part in the ancient world's economy and preserved the images of its gods, heroes, monarchs, beliefs, crops and animals. The albums are strong on nostalgia, encapsulating lost skills, pride and way of life: gone are the straw plaiters and mosaic makers, fast going the traditional basketmakers and potters. Alastair Hescline regrets that "an economy in which time has much value and quality very little has no place for a durable product that is extremely labour-intensive". If you would understand the world of our grandfathers, Shire Albums are an enjoyable aid; if you seek an earlier world, try the Archaeologies.

Tom Corfe

Basic principles

Action Science series: Hot and Cold: Sun and Sunlight; Working with Water. By Neil Ardley. Series consultant: Professor Eric Lathwaite. Franklin Watts £4.25 each. Young Scientist series: Gravity, Friction; Elasticity; Adhesion. By Ed Catherall. Wayland £3.50 each. The See For Yourself Science book. By Edward Kelsey. BBC £2.50.

The two series, Action Science and Young Scientist, look rather alike, at least at first glance. Both are hardbacks, colourfully illustrated and generally attractive in appearance. In fact, however, they provide a very interesting comparison from the point of view of science education.

Action Science claims to "explain the basic principles of science through a careful balance of activities and information". The three titles reviewed (there are six in the series) deal with Hot and Cold, Sun and Light, and Working with Water. The format is consistent throughout, each page giving the reader directions for an experiment and then going on to describe what will happen and what will be done to test it. For those of us who used to talk of the "reading diet", it's a satisfying menu, offering a kind of health-food approach - an appetizing change from years of literary and linguistic school dinners.

ties are glossed over (ever tried to get two cardboard tubes that fit snugly inside one another?), and the explanations are sound enough though often partial - in the floating and sinking section the concept of density is referred to but not by any means explained. The assumption seems to be that doing experiments is self-evidently worthwhile and will lead inevitably to scientific understanding. This has yet to be demonstrated, and in the meantime I do not accept it. It would be possible to do all the experiments in these books and learn very little if anything about thinking scientifically. And this is because there are many answers but very few questions, and practically no opportunities for hypothesis framing and testing - two vital cornerstones of scientific activity.

I can imagine Action Science being useful in occupying children during wet playtimes or during the holidays, but can find little else to recommend it, especially at £4.25 for each title.

By contrast, the Young Scientist is bursting with questions such as "What do you notice?", "Is it heavier?", "Why do you have to work harder?", "What pattern do you see?"

This series is now becoming a very attractive and comprehensive addition to the science library. Elasticity and Adhesion are not commonly dealt with at this level.

See For Yourself, aimed at the six to eight-year-olds, is based on the BBC radio series of the same name, and while one fully understands the temptation to capitalize on a good series by going into print, one has to say that the result is tame by comparison with the broadcasts. The coverage is considerable, topics like Ourselves, Weather, The Senses, Hot and Cold, Water, Fire and Air to mention by no means the whole range, and all this in the space of 60-odd pages. The layout of the pages is, however, not particularly attractive, is, however, not particularly attractive, is, however, not particularly attractive, is, however, not particularly attractive.

One could imagine a situation in which a keen and energetic parent might escort a child through on perhaps a page a day basis. There are some nice little songs and poems to lighten the burden somewhat. But I cannot imagine a child of this age sticking very long to the task by himself. If the radio series has been experienced then the book will provide a useful consolidation, since it is very well-sequenced and has good pictures. But it is rather a disappointment, especially from this source.

Philip Hytch

RESOURCES

notes

NUMERACY GUIDE

A Numeracy Resource Guide with reviews of over 150 books, games, puzzles and tutors' resources, has been published by the Broadcasting Support Services.

The reviews are written by three experienced numeracy tutors, Diane Cohen, Tony Houston and Gordon King, and cover resources ranging from straightforward skills practice through school maths books and other aids for adult learners. It also includes books for further education and youth training courses.

The guide costs £1 (inclusive of postage and packing) and is available from Broadcasting Support Services, 252 Walsley Avenue, London W3 6XJ.

The Broadcasting Support Services publish a range of basic skills teaching resources and provide follow-up services for viewers and listeners of BBC and ITV programmes.

RADIO SOFTWARE

Free computer software, to be broadcast over the air, will be one ingredient of a new BBC Radio 4 series due to begin in the New Year.

The series of magazine programmes on computers will interest a wide audience and include news and software for the hobbyist, businessman and home user. It is described by the producer, Trevor Taylor, as a series of "fast moving topical programmes reporting this industrial revolution as it happens".

NATIONAL TREE WEEK

November 19 sees the start of National Tree Week. To celebrate, schools can now send for a special educational pack for planting a tree.

The new "Elms by Post" service is part of the "Elms across Europe" scheme, run by mailing and business equipment company Pitney Bowes, to help replace some of the 15 million elms lost from Britain's countryside through Dutch elm disease.

The schools pack, designed by and featuring David Bellamy, contains a tree, an audio-visual slide presentation, a 50-year diary and comprehensive planting instructions. It costs £15 including post and packaging, and can be obtained from Pitney Bowes PLC, The Pinnacles, Elizabeth Way, Harlow, Essex CM19 5BD (tel 0279 25731).

VIDEOS FOR YOUTH

Two new video programmes have been produced for school leavers. "Jobs Limited" sets out to "stimulate a positive attitude to unemployment" by offering constructive information and ideas for the unemployed.

"Death on the YOP", made by the Thames TV Eye team, investigates a number of serious accidents and shows interviews with parents of teenagers who have died on the scheme.

For further information contact Margaret E Beveridge, The Guild Organisation Ltd, Guild House, Oundle Road, Peterborough PE2 9PZ (tel 0733 63122).

TIMETABLING on a 380Z

can save time and improve the quality of your timetable.

Send for details of school administration programs to TIMETABLE SYSTEMS 38 Somerset Road, Frome, Somerset. Tel: 0373-63749

Fit for Life
A Schools Council/Health Education Council project for slow learners. By June McNaughton
Level 1 £17.95 (includes colour cards separately available priced £4.95); Level 2 £12.95; Level 3 £12.95
Macmillan Education Ltd.

One of the most important functions of the Schools Council is that of responding to needs expressed by groups of teachers. *Fit for Life* has been developed, in partnership with the Health Education Council, in precisely this way.

The introduction refers to the success of the Schools Council's "Health Education 5-13" project and to the consequent demand by teachers of slow learning children for similar materials tailored to the needs of their pupils. So throughout the work a number of organizations and individuals (especially practising teachers) have been involved and their contributions are gratefully acknowledged.

In one anyone may be misled by the phrase "slow learning children". I set out to be clear about the target population. The publishers refer to "pupils with learning difficulties", but this does not get us very far; most children have learning difficulties of some kind.

From reading the introduction, however, it soon becomes evident that this material is intended for use with classes of slow learning children. Straightaway we are faced with the awkward issue of definition, especially about degrees of learning difficulty.

It is a truism that slow learners are not a clearly defined group, but are scattered about towards the "lower" end of what is in reality a continuum. So I bridle somewhat at a statement, contained in each of the teacher's guides, that "the less able do not learn readily from incidental situations".

I'm not sure that this has a very precise meaning for any one child, but in any case I should welcome some indication of the evidence supporting it. It is all too easy to begin to think of what is actually a heterogeneous group of children as being substantially alike, at least in all important aspects, and there is a real risk that the publication of materials like these may quite unwittingly reinforce such a view.

That being said, it remains the case that the need for materials which have been developed with slow learning children in mind does exist, and there is no doubt that the publication under review represents an honest attempt to meet that need.

Fit for Life consists essentially of three teacher's guides arranged at three levels catering for 5 to 8-year-olds, 9 to 12-year-olds, and the 13+ group respectively. There are in addition worksheets and, for Level 1 only, a set of coloured pictures and a pack of Pressurifax sheets.

The overall aim as stated by the project officer, is to "help each child

Think fit

Philip Hytch reviews a health education project for slow learners

towards a satisfying lifestyle" through the acquisition of appropriate knowledge, skills and attitudes. She rightly acknowledges that the aims and contents of a health education curriculum for slow learners should be essentially the same as for other pupils. The approach, however, must be different to take account of the slower progress of these children.

At Level 2, the corresponding unit begins to look at children's own development during puberty, and here one is impressed by the comprehensive, eclectic coverage of this often difficult topic. The attitudes and emotions, including fears and anxieties, of children are frankly yet sensitively explored.

Level 3 goes somewhat further, not only in the sense that it deals fairly and squarely with sexual intercourse, but also in that it generates and stimulates open discussion about the whole range of problems faced by teenagers attaining physical maturity in our culture.

It is important to stress that in all matters concerned with sex education the project team repeatedly reminds teachers of their responsibilities to

parents under the law, and, perhaps more importantly, commends the advantages which accrue from active cooperation with parents in this and other aspects of health education.

Smoking is another topic which is given extensive and exemplary treatment at all three levels, and one can only hope that any future edition will include consideration of glue sniffing.

The second aspect I found most praiseworthy in this project is in one sense a concomitant of the first. One is conscious throughout of the team's respect for slow learning children. Despite their limitations in the purely intellectual sense, it is recognized that they are people who need, both now and in the future, to make decisions. In order to do this effectively, they have to learn to consider the evidence and, in the light of the best information available, choose what course of action to follow.

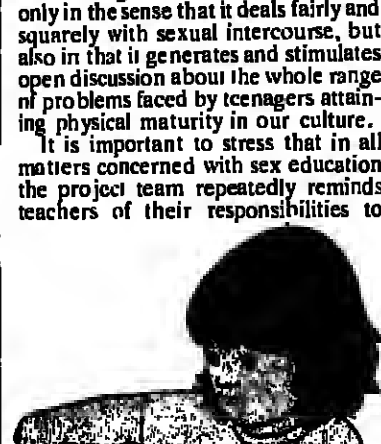
It is distributed through ILEA to every educational institution in the Greater London area. 5,000 copies in all. WERC's staff feel there's a need to acknowledge the isolation many teachers have to cope with and give them appropriate support.

It's ironic that when one London Divisional Office advertised an equal opportunities course for head teachers last year it had to be cancelled since no one applied; yet when WERC's founding Women's Education Group organized a 1981 conference on sex and equal opportunities in schools, with only a small ILEA grant and clerical support from the Schools Council, 250 turned up, mainly classroom teachers.

Since it is secondary schooling that absorbs most attention in the discrimination stakes, WERC wants to make greater efforts to look at what kinds of resources are needed for PE, nursery and primary. The breadth of the centre's scope is reflected in the management committee, a collective decision-making group which brings together teachers from a spread of educational backgrounds, career officers and educational researchers.

While the Centre's newsletter inevitably has a London bias (though also available to subscribers outside London) they hope that GEN, the magazine which they are launching this month, will have as wide an audience as possible.

The Women's Education Resource Centre, ILEA Drama and Tape Centre, "Princeton" Street, London WC2 (01-242 6807). GEN £1.50 per issue



Fit for Life confronts children with a range of problematic but realistic life situations in which they are asked to make and justify their decisions. What would you do if your friend smells, for example, or if someone tells you that you smell? How do you cope when an adult you know offers you a lift and then tries to give you a cuddle? These are just a few of the questions posed in Level 3, indicative of an approach that is based firmly on real issues to be encountered in the real community, and one which I feel could benefit all children at this stage of their lives.

The project team has not sought to be prescriptive about methodology, though there is an underlying assumption that the class teacher will initiate most of the work and that the children will respond in ways suited to their abilities, class and group discussion being particularly stressed. In the early stages, drawing and colouring in are possible responses, while some form of worksheet completion accompanies the later stages.

As far as worksheets are concerned (master copies for limited photocopying are provided), they are in the main well designed for their purpose, though I did find that in some cases a lack of clarity induced ambiguity.

It is a curiosity that although the drawings are used throughout, it was thought appropriate in Level 1 to blacken the faces, arms and hands of some of the children and adults portrayed, no doubt for the best multicultural reasons. I am glad to say that this practice was dropped for Levels 2 and 3.

In a project designed for slower learners it is fair to look at the way in which language has been treated. Although, as I have said, much of the work will be oral and practical, the worksheets in Levels 2 and 3 especially do require reading skills which cannot by any means be taken for granted, and careful progression in the control of vocabulary does not seem to have been a high priority in this project. Experienced teachers of slow learning children will be able to cope with this, but it remains something of a snag.

As far as other supplementary materials are concerned, Level 1 includes a set of coloured cards to illustrate some of the concepts in early units. I thought these were rather poor in quality and wish the team had decided on photographs instead. Level 1 also includes a pack of Pressurifax sheets which I find very messy in use. They are not reproduced for Levels 2 and 3.

The underlying philosophy and approach of this project are admirable, and it deserves success. I anticipate and welcome an enthusiastic take-up by teachers of slow learning children, but would also strongly recommend it as a source of splendid ideas for teachers, particularly for the development of self-confidence and decision-making skills.

Nearly half the visual frames in this illustrated study are original paintings. Together with the accompanying cassette they provide the essential biographical details. Students are given a short summary of the principal phases and highlights in the careers of both Marx and Hardie, the emphasis being on contrasting characters and views of their own destiny.

It is scarcely clear that this is not going to be a sympathetic study of Marx. Too much attention is given to matters which have no bearing on his real contribution to history.

We know that Marx came from a prosperous background, that his bohemian behaviour as a student left him open to charges of continued feathering, that on occasions his qualities as a husband left something to be desired. Accuracy is not the issue, merely the degree of emphasis to be attached to these matters.

The account traces Hardie's early years in the Glasgow slums and his first experiences of the mining industry. His work was shaped by his own dire hardships, by his struggles to build the semblance of a miners' organization and by his acquaintance with the nature of socialism. All these are adequately covered. But it was the one which set him apart and provided him with an unflagging moral energy.

The fact that Hardie demonstrated no prolonged hostility to the system of government, however much he deplored the ethos and values projected at Westminster, makes him a much less threatening figure than

Marx. Not that the House of Commons saw it that way.

The angry public encounters of this period, however, too easily suggest that a rapid restructuring of British politics was taking place. British politics was translating social change into political change - ever so gently.

The problem is not that the ease for Hardie's achievements is overstated. The painstaking process of making socialism respectable was under way. It is simply that the unit rounds with such a vibrating dislike of Marx that any attempt at balance is lost.

The conclusion to the detailed teacher's notes gives the clue to this collection. Their writer, Harry Addison, has strong views and the last eight pages are devoted to an unequivocal personal statement.

Many will recognize here the influence of Moral Re-orientation. Heaven will not be created on earth; the essential struggle is not of class but of absolute moral standards; there is no unfolding pattern to history although Butterfield's "gravitational pull downwards" does help explain the drift of human nature; the chief obstacle to the building of a new society is not obsolete social and economic structures but obstinate human nature; only a Christian renaissance on the scale of the Methodist awakening will suffice.

That is not all. We learn that the legal and social restraints which Tony Crosland and Roy Jenkins sought to remove in areas of personal liberty were in fact expressions of the Christian ethic. We learn that the tactics of the Militant Tendency are a vivid illustration of the meaning in action of communist morality.

Subject Marx and Hardie to this world view, limit the study to carefully prescribed areas, and the result is always going to be a glimpse of the obvious. The conclusions may or may not be right. The methodology is suspect. Illuminative history cannot be swopped at will with impassioned contributions to current debate.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

RESOURCES

Tour de force



Bob French reviews a new French course

sking in the Alps) runs the weft of language, combining from the same unit, obvious grammatical items (il taut-pour infini; ces), some "locutions" (l'aïl a mal), straight vocabulary, and a section of "information personnelle" (Je suis malade/déprimé; j'en ai marre), all supported from the first stage by large, clear flashcards (black and white only), excellent filmstrips, workbooks, reproduction masters (heat copier or scanner required) and authentic tape/cassette recordings which make convincing use of speakers of the correct accents.

The inclusion, at the end of each unit, of a substantial taped passage of background commentary in French, based on areas already covered in English, is one indication of a real desire to build up comprehension skills.

Included throughout the course is a variety of tests assessing progress, and also indications as to how pupils can assess themselves, immediacy of feedback being seen as an important aspect of learning how to learn and a way of helping pupils to improve their performance. That this belief is genuine is evidenced by the fact that the final reproduction master for each stage is a Report Card designed to inform parents too of progress - and that the Teacher's Book for Stage 2 has an Appendix, "Evaluating your teaching", which offers the teacher a checklist of points for self-assessment: "Do you use French for the following? Never/Not often/Quite often/Very regularly..." It is a list every language teacher could use with profit at every level, from first year mixed-ability through A level to university!

Hole and corner

Ed Marx and Karl Hardie
Two filmstrips with cassette and teacher's notes. £28 plus VAT
Educational Productions, 212 Whit church Road, Cardiff CF4 3NB.

The pairing of Marx and Hardie in a comparative study is an attractive proposition. Different in so many ways yet joined by powerful lines of continuity, the contrasts between the two can provide fruitful entry points into the history of British and European socialism.

Hardie would no doubt have seen Marx as one of the "hole and corner" reformers; Hardie without Marx and his influence is an improbable prospect.

Nearly half the visual frames in this illustrated study are original paintings. Together with the accompanying cassette they provide the essential biographical details. Students are given a short summary of the principal phases and highlights in the careers of both Marx and Hardie, the emphasis being on contrasting characters and views of their own destiny.

It is scarcely clear that this is not going to be a sympathetic study of Marx. Too much attention is given to matters which have no bearing on his real contribution to history.

We know that Marx came from a prosperous background, that his bohemian behaviour as a student left him open to charges of continued feathering, that on occasions his qualities as a husband left something to be desired. Accuracy is not the issue, merely the degree of emphasis to be attached to these matters.

The account traces Hardie's early years in the Glasgow slums and his first experiences of the mining industry. His work was shaped by his own dire hardships, by his struggles to build the semblance of a miners' organization and by his acquaintance with the nature of socialism. All these are adequately covered. But it was the one which set him apart and provided him with an unflagging moral energy.

The fact that Hardie demonstrated no prolonged hostility to the system of government, however much he deplored the ethos and values projected at Westminster, makes him a much less threatening figure than

Marx. Not that the House of Commons saw it that way.

The angry public encounters of this period, however, too easily suggest that a rapid restructuring of British politics was taking place. British politics was translating social change into political change - ever so gently.

The problem is not that the ease for Hardie's achievements is overstated. The painstaking process of making socialism respectable was under way. It is simply that the unit rounds with such a vibrating dislike of Marx that any attempt at balance is lost.

The conclusion to the detailed teacher's notes gives the clue to this collection. Their writer, Harry Addison, has strong views and the last eight pages are devoted to an unequivocal personal statement.

Many will recognize here the influence of Moral Re-orientation. Heaven will not be created on earth; the essential struggle is not of class but of absolute moral standards; there is no unfolding pattern to history although Butterfield's "gravitational pull downwards" does help explain the drift of human nature; the chief obstacle to the building of a new society is not obsolete social and economic structures but obstinate human nature; only a Christian renaissance on the scale of the Methodist awakening will suffice.

That is not all. We learn that the legal and social restraints which Tony Crosland and Roy Jenkins sought to remove in areas of personal liberty were in fact expressions of the Christian ethic. We learn that the tactics of the Militant Tendency are a vivid illustration of the meaning in action of communist morality.

Subject Marx and Hardie to this world view, limit the study to carefully prescribed areas, and the result is always going to be a glimpse of the obvious. The conclusions may or may not be right. The methodology is suspect. Illuminative history cannot be swopped at will with impassioned contributions to current debate.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

However, there are other aspects of *Tour de Force* which potential purchasers will have to take into account. The fact of the Scottish background (the tape for the first filmstrip, "Bonjour", begins "Bonjour! Je suis français, mais j'habite à Edimbourg en Ecosse.") soon becomes unobtrusive to the English ear. The tape continues, "Hello. My name is Valérie..." and this is the general pattern for the film/tape sequences. The first part (background presentation) is largely a description in English of the attractive photographs, the second a language presentation (in French) based on drawings - text and drawings being reproduced in the pupil's book.

As with any course of this kind, the storage of materials requires thought and planning. Many think wistfully of the days when one text book was all one required! The teacher's books are clearly designed to help alleviate this inherent difficulty. In this it is not, perhaps, entirely successful. Although it does contain many very useful ideas and suggestions on methodology, it is not particularly easy to follow. The sequence in which the materials are to be used is not always clear. While this may encourage the teacher to experiment with his/her own methods, it seems unlikely that this was the intention.

The final question concerns the level of ability for which the course ("a wide-ability beginners' French course") is most suited. The suggestion that "Stages 1-3 should provide more than adequate work for two years in most schools, though within that time some schools may reach Stage 4" would seem over-ambitious for low-ability pupils, when one considers that Stage 3 includes present, perfect, immediate future and the use of the infinitive (+ c'était, et il y avait). Leaving aside such issues, however, one thought remains: What a pity that the same thorough analysis of method represented in this and other new French courses, is not yet matched in all other languages - but more of that later...

Consequently, the comic strip on sex and birth control is supplemented with an information file of statistics on teenage pregnancies, adoption and one-parent families; birth control methods and effectiveness; birth control services and VD clinics and a number of questions about the information.

It's Your Life is written by Gillian Crampton Smith and Sarah Curtis and is available (priced 45p for each issue or £3.60 for a complete set) from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP and educational suppliers.



Longman have brought out a new edition of their successful Thinkstrip series of comic strips on controversial subjects for adolescents.

Apart from the original Thinkstrips the new series, *It's Your Life*, contains statistical and other information, quizzes and project ideas on Advertising; Babies and parents; Laws; Smoking; Race prejudices; Sex and birth control; Sex roles and Drinking.

A survey of teachers revealed that the pioneer Thinkstrips (published in 1981) were very popular because they could be used in a wide range of disciplines. They were also read right through by weak readers and A level candidates alike. So Longman decided to extend the idea "to lay out the issues in full and provide a variety of background activities for teachers and students".

Consequently, the comic strip on sex and birth control is supplemented with an information file of statistics on teenage pregnancies, adoption and one-parent families; birth control methods and effectiveness; birth control services and VD clinics and a number of questions about the information.

It's Your Life is written by Gillian Crampton Smith and Sarah Curtis and is available (priced 45p for each issue or £3.60 for a complete set) from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP and educational suppliers.

Our school T.V. never needs watching.

Quite simply, it watches itself. The reason it's so well qualified for the classroom is because it's packed full of safety features.

We have complete control over what goes into our sets, which are carefully designed and manufactured to meet the safety requirements of BS4958, the recommended British Standard Safety Requirements for Classroom TV's.

The same thought goes into our video cassette recorders and video cameras. Our school sets are ideal for use with the latest VHS video equipment, which we also supply.

You'll find our depth and breadth of service is a real education, too. We have over 650 service points throughout the country.

One telephone call is all we need, and then our professional organisation can start working for you right away.

Ask us now for the full prospectus on your school TV and video equipment from RRC.

RRC Radio Rentals Contracts Ltd.
Over 650 service points in the UK

Astronaut House, Hounslow Road, Feltham, Middlesex, TW14 9AD. Telephone: 01-844 1000.



Female issues

Liz Heron visits the Women's Education Resource Centre

sexism on the wane in schools? Given that the arguments against it have acquired increasing official validation, anyone not confronted with the everyday realities might be tempted to think so.

It would be possible to assume that the will is unfailing and that only a way can be found to change those inherited structures of discrimination that tenaciously bedevil the classroom and the curriculum. In the view of the Women's Education Resource Centre this is a form of complacency.

They claim it simply creates yet more obstacles to change, so that the rare curriculum experiments and success stories become token investments of resources, rather than genuine tokens of progress. For considerable policy statements to mean anything they need backing up with widespread practical support for teachers.

The Women's Education Resource Centre opened earlier this year with the aim of meeting some of the practical needs of teachers looking for advice and resources to counteract sexism. "For most women teachers change isn't all rosy," says Ruth Vandyke, one of the centre's three full-time staff.

All three have personal experience of the difficulties. Ruth Vandyke taught a women's studies course at the London School of Economics, then did part-time youth work with girls for two years while finishing a thesis on careers education. Marilyn Hayward, trained as a teacher, then did an M.A. while working as a research assistant on the Girls and Maths Project at the Institute of Education, London. Margaret taught for five years in secondary

schools. The centre is open to anyone with a query on educational matters relating to equal opportunities. It houses a collection of anti-sexist and equal opportunities teaching materials, bibliographies, conference reports, pamphlets, working papers and journals and research findings on sex differentiation in education. It also has a file of working parties and projects, feminist teachers' groups and girls' groups.

Funding has come half from the ILEA, half from the Women's Committee of the Greater London Council. This covers running costs and salaries. The office is on a central London ILEA site and comes rent-free. So far, so good, but funding is initially for only one year.

It would be possible to assume that the will is unfailing and that only a way can be found to change those inherited structures of discrimination that tenaciously bedevil the classroom and the curriculum. In the view of the Women's Education Resource Centre this is a form of complacency.

RESOURCES

The 70s saw a marked growth of interest in photography and, to a lesser extent, film making in schools. Formerly a minority extra-curricular interest, photography began to appear in the curriculum of a number of secondary schools, while teachers of younger pupils became increasingly excited by its potential as a vehicle for achieving useful educational ends.

The growth of interest was particularly marked in secondary schools. In 1969 the Associated Examining Board introduced photography as an O-level subject, following it up with an A-level syllabus. This greatly enhanced the cause. From an entry of a mere handful, the numbers grew to about 3,500 at O level and 600 at A level. Although numbers are still continuing to rise, there is a levelling off.

There are many ways in which photography may be used in school. It can be a tool for making visuals, a subject in its own right, or an educational vehicle. The last is grossly under-estimated.

The making of slide-tape programmes, for example, has considerable educational potential. It requires script-writing, research, breaking down the topic into logical sequences, planning the story board, editing, and adding the sound-track. There are also the social benefits for pupils working together on a project and relying on each other's cooperation. No reference has been made to photographic skills *per se*, for they may often be well down the teacher's list of objectives. The final product - the finished slide-tape programme - will frequently be the bonus rather than the actual aim.

Photography can be put to good use in so many different subjects. This was made very clear in the follow-up to an educational visit: a slide-tape programme, produced for the pupils' parents, attracted the interest of a number of subject teachers who were able to capitalize on it in their lessons.

Photography also requires both artistic skills and scientific skills. Surely people grappling with an already over-crowded curriculum could see benefit in exploring this. It can also be a means for pupils learning to communicate visually, without being inhibited by the inability to draw.

Photography is unquestionably one of the world's leading hobbies. However, as the new Bradford Museum of Photography points out, although there are nearly 40 million camera owners in this country, amateur photographers on average expose less than three films per year.

There is also a problem not being catered for adequately in the schools. In the past most of our information was gained through print; now it comes to us by audio-visual means. A sizable proportion of the population receive most of their information over the air.

A picture presents an immediate - in the face of it objective - story which may be accepted uncritically as a statement of fact. But it is little appreciated that so-called "objective" accounts can easily (often unconsciously) be flavoured by the producer's viewpoint.

In a society where the visual image forms an increasing part of our information source, our curriculum should include teaching which encour-



Cinderella subject

Why is photography regarded as the poor relation in the curriculum? Robert Leggat looks at its prospects

ages a healthily cynical approach to information. Any activity which assists in this is to be welcomed. There is a need for pupils to be made aware of the characteristics of different media.

The detailed studies by Liorac and Weiss (1981) provide abundant evidence that the audio-visual approach can make a dramatic improvement in pupils' learning over a wide range of the curriculum. Not only was there a clear indication of increased motivation, but the pupils' knowledge in the subject areas increased far beyond what might have been expected via the traditional route.

These are just some of the arguments produced for taking photography more seriously in teaching. Why, then, has there been such little development since the late 70s?

One obvious reason is a lack of finance. The 70s were not the best years for innovation. Teachers of well-established subjects will quickly find convincing arguments why their subjects (which, they say, have proved themselves) should not suffer at the expense of this latest "bobby-subject".

Photography is not cheap, though its expense has often been exaggerated. Indeed, with judicious in-house production, it can be good value for money.

Another reason why head teachers may be reluctant to plough resources into this area is the lack of adequate training in photography teaching.

Due to a shortage of in-depth courses in photography teaching, teachers are sometimes put in almost impossible situations. Several studies who put photography as an interest on

their application form, have been asked to teach the subject to O level. Many teachers, only too well aware of their inadequacies in the field, seek by reading and attending short courses to improve their own skills. The image of the specialist photographer in school can hardly be good if, unlike other subjects, it is assumed that one can teach it without prior training.

One looks, then, to higher education for training in photography and its role. Sadly, there is little evidence of any real interest yet in this area. Studies in the role of photography in education have, by and large, been neglected at university level.

Nor, as a whole, have teacher training institutions responded to the need. The James Report in the early 70s was expected to usher in a more practical, realistic form of teacher education. Since then, training has contracted dramatically. Consequently, in a number of institutions the new B.Ed. degrees reflected internal political strengths rather than the actual needs of future teachers.

To add to this, many institutions offering teacher training were beginning to move away from certificate to B.Ed. courses, with an (as yet unknown) CNA. It was not surprising that one tended to err on the side of the professional one.

Given James's recommendations for more practical training ten years ago, the recent plea from the Council for Educational Technology that practical training in the use of basic educational technology resources should be a requirement in every training course,

makes sober reading.

Those with responsibility for the area sometimes admit to fighting an uphill battle. A recent survey by Winders (1980) indicates how far down in the list of priorities audio-visual education is. Of 82 institutions with teacher training, a quarter had courses exceeding 60 hours, 40 per cent ran courses between 8 and 15 hours, 15 per cent between one and seven hours, leaving 20 per cent with no provision whatsoever.

If that is the allocation to audio-visual education, what price photography, which is just one facet? Meanwhile, at in-service level, local authorities should seek to provide initial training. A study by Stuart Mann (1981), financed by the Schools Council, draws attention to this need. Over 80 per cent of photography teachers consulted stated their wish to undertake in-service training. Provision of in-service courses throughout the country is patchy. Some local authorities do seek to meet these needs; others do not seem to regard them as worth helping.

Ironically, the very strength of photography - the fact that it can bridge a gap between science and art - is possibly also its greatest weakness. It can either fail to have a home, or, alternatively, can be a source of contention as to whose domain it is.

The overall picture is not very encouraging. It is hardly surprising, then, that photography has become a Cinderella subject. In several schools trouble-makers are sent to the photography department, while it is an opportunity for a dedicated teacher to

enthusiase young people for whom the conventional educational diet lacks appeal.

However, the picture is by no means totally gloomy. There are encouraging signs. A few teachers' centres conduct short courses which are greatly appreciated and which enable teachers to discuss problems. The Royal Photographic Society's programme of workshops and lectures throughout the country often attracts teachers wishing to improve their techniques.

A major development in an endeavour to encourage in-service provision has been the Society's initiative of its Certificate in Further Professional Studies: Photography in Education. The scheme, which has operated since 1980, has led to courses being put on by several colleges and by two teachers' centres. It is intended to encourage courses for teachers who are not specialists, but who wish to use photography as a tool for meeting worthwhile educational objectives.

The Society is under increasing pressure to mount a similar scheme to cater for specialists in photography. It is also considering an awards scheme to encourage photographic activity among young children. It is hoped that the details will be available in the new year.

The recent opening of the National Museum of Photography, Film and Television at Bradford is another encouraging sign. Such a museum has been badly needed for some time, with an emphasis on educating and enthusing people of all ages. No stuffy museum with ancient cameras, that. There is plenty to see and do, and an imaginative teacher will find a wealth of resources to encourage even the least camera-conscious to explore the world of photography.

There are signs, too, that the photographic industry is becoming more aware of the need for more training and for encouraging photography generally. As part of its "Let's get Britain snapping" campaign, it sponsored a weekend seminar for over 100 teachers, heads and advisers at Bradford University at the end of September. The aim was to debate the future for photography in schools. The venture was well received by many teachers and one hopes that further encouragement may be provided by sponsoring regional courses in various aspects of photography and, possibly, by a programme of publications for teachers.

Finally, another development, though intended to cater for courses in adult education, is the proposal by the City and Guilds Institute to run a scheme leading to a Certificate in Amateur Photography. An imaginative scheme, masterminded and chaired by Frank Hawkins, HMI for photography, may also affect schools inasmuch as photographic facilities are increasingly shared between schools and evening institutes. Future modules may well also include photography in education.

The state of play in photography, then, is patchy. Though there are grounds for optimism. The greatest need is for a campaign to ensure that all trainee teachers learn how, why and when to use the range of resources at their disposal as part of their basic course.



Can I think?
RADIOSOFT/VISION
The Your Computer
Radio 4 VHF, Tuesdays 2.20pm

Space is the buzz word for the happy mathematics arithmetic by which a child can add up to more than the sum of his parts. Interactive video can be a unique combination of high-quality graphics and sound with high-interactive computer assisted learning - but effective video is not cheap. What is available about "Radiosoftvision" is that you only need two cassette recorders, a microcomputer and a television: interactive video on the cheap. Even primary schools can afford it.

One cassette (recorded from radio) provides the voice commentary and sound effects; another (from BBC Publications) runs the computer software. The latter is connected to the microcomputer and television. Sometimes the software displays



ITV
Greek Language and People
BBC2, Sundays 5.00pm
Repeated Tuesdays 11.45pm
AUDIO

L'Italia dal Vivo
Radio 4 VHF, Sundays 5.00pm
Repeated Wednesdays 11.00pm

Greek Language and People is the only television to the television language learning scene. With more than a million British viewers, it is a unique and increasing interest in modern Greek in schools and adult education circles, this should give a long overdue boost to the language.

The programmes themselves are beautifully produced with Chris Searle struggling to grasp some basic functions and notions aided by the glamorous Kaita Dapoudaki and a host of

Soft sound

Jacquetta Megarry looks at the BBC's first venture into radio software

moving and still graphics synchronized with the soundtrack; other times the pupils are told to stop the voice tape and interact freely with the computer until they wish to restart the voice. The effect is to make Radiosoftvision seem both static and passive by comparison.

Using Your Computer is in the Introducing Science Extra series aimed at groups of 9 to 12-year-olds using any of the Big Three: BBC Model B, Sinclair Spectrum or Link 480Z. Once the equipment has been set up, the arrangement is self-running, with clear instructions - both from the voice tape and on the screen from the software tape.

The careful use of conventions and safeguards will be appreciated by teachers supervising groups of children in other activities. In the event of over-excitement leading to loss of sync for the computer group, there is a full script with a summary of visuals and software.

The printed notes also state the broadcast aims and helpfully list new words. Programme one (broadcast on November 8) introduces the keyboard layout, graphics (by presenting tabular data as a histogram), animation (by gradual speed-up of a spaceship vanishing and reappearing) and pixels (by a zoom magnification of characters chosen by the pupils).

After the cursor keys have been mastered, the notion of specifying position by row and column is well

handled with a Gobbling Game which also reinforces keyboard familiarity and has satisfying sound effects.

The "Does it Think?" broadcast will worry exponents of artificial intelligence by announcing that computers are only "a bit brighter than a brick, and a bit duller than a very dim worm". The treatment of the effects of computers on employment is also superficial. However, the computer's speed at number-crunching is nicely displayed in real time and the use of a simple moon-lander simulation is appropriate.

The voice tape is common for all three micros, so machine-specific instructions - like how to load a program - are given on the software tape. The first one the pupils load is sensibly short: a game called P which generates doggerel verse from pseudo-random phrases. Broadcast three opens with a neat reprise of the first two and builds on them to introduce simple BASIC programming, with string variables, passwords and random numbers. A natural selection simulation (dark and light moths in a wood eaten by birds) is introduced with model clarity, and the children are left to explore it freely after the broadcast finishes.

The final broadcast steps up the pace with binary arithmetic, bits and bytes, memory and K, RAM and ROM. Databases are introduced through on-line library searching and mention is made of telescoping and uses of

computers with the severely disabled. Depending on the ability of the pupils, this last broadcast may be better deferred for a while after the first three.

The lucid scripts are attractively presented by Fred Harris, who wrote them and had the original idea of the series. Production is by Arthur Vials of Radiosoftvision fame and computer programming by David Tee and Anthony Lucas of MEP. The whole package is produced to a high standard and - unlike the BBC's spurious claims to have pioneered telesoftware - the format breaks completely new ground.

The software could be used with quite different learners (secondary pupils, college students, terrified adults) given a more appropriate voice tape. For those who wish to vary the pace of the voice-over, and also for teachers who wish to browse or revise the software using the printed script, the notes should have provided the key to over-riding the built-in enforced delays.

On the BBC Micro version supplied for this review, you can adjust the timing simply within the WAIT procedure (line 20260); having done this I had all the breathless excitement of London-to-Brighton-in-four-minutes for the visual together with leisurely control over the interactive sections.

The potential of Radiosoftvision as a medium is by no means confined to computers as a topic nor to the Big Three machines, nor even to computer-conscious cultures. Developing countries might even find the format cost-effective and appropriate for any topic unless highly realistic visuals are needed in large numbers.

If next term's broadcasts on *Junior Electronics* sustain the standard of *Using Your Computer*, they will be well worth following.

Hellas to Italia

Brian Hill reviews two language series

marvellous authentic Greek characters. The scenes are fast moving and take us on a tour of Hellas from Macedonia to Mani with stops in Athens, Corfu, Andros and Sifnos.

The "omniscient", the Greekness of the people, is captured as Chris Searle, television's ubiquitous guinea pig, tries his hand at worry beads, ordering coffee, asking for directions and booking a room. His manner with peasants, curious waiters, businessmen and shop assistants - makes for engaging television. The tone of the series is gently humorous and relaxing.

I'm a little less sure about the wisdom of confronting learners with long signs written in Greek script. The programme draws a bit in these sections and I doubt whether it shows people that the script is no barrier.

Greek Language and People represents something of a change in television pedagogy. It accepts that television's role is no more than a motivator and that television cannot teach. It may be that a serious learner could do better by using the accompanying publications to acquire the language and expect no more from the screen than a weekly motivation message.

However, for this approach to be successful and for the language learner (as opposed to the dabbler) not to feel short-changed, more needs to be done. Many viewers will come to the programmes wanting to learn the language and little else. It is to be hoped that what is expected of them.

The usual announcer's trail about books and cassettes is not sufficient. A section of the programme could have explained the new approach and helped to show how to learn from the course. Two interesting documentaries about Greece preceded the series, but again no bridges were built to it and no advice given.

It may be that a book and cassettes can act as a separate audiolingual self-study course, but the learner is not shown how. Indeed neither book nor cassettes were available for the beginning of the series.

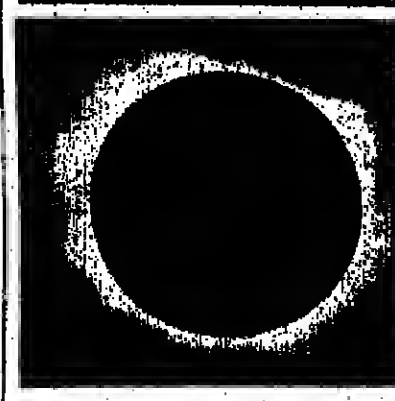
The same charge cannot be levelled at the new radio series, *L'Italia dal Vivo*. The handsome, learner-friendly book was available several months before the series.

L'Italia dal Vivo is in the traditional



mould and is effective for serious intermediate learners in schools and colleges. The programme material is based on authentic recordings made in Italy which are explained by two presenters. These are then backed up by participation exercises. Inevitably, perhaps with this approach the "real" Italians do not nearly say what the teacher would like. Occasionally this leads to the introduction and practice of unnecessarily complex phrases.

For serious home learners or as the basis for school A level classes, the series works well. I should have liked to see more variety in the exercises and more recognition of the important difference between what the learner needs to understand and what he needs to say. But overall the course is a welcome addition for the teaching and learning of Italian.



The Star Gazer's Guide to the Night Sky
Two 40-minute cassettes
Price £6.90 + 50p p&h
Astronomy Project Work
Suggestions for parents and teachers
Price £1.50
Available from Terra Firma Cassettes,
55, Bollingbroke Road, London W14.

One consequence of astronomy's undoubted popularity as an amateur science has been a mushrooming of well-illustrated books to meet a popular demand for reliable and intelligible



Star track

With the popularity of astronomy increasing rapidly, F Anstis looks at some talks for the night sky

practical guides to the night sky. The quality of these books has become so high that even the most excellent of new publications generates little interest and excites little enthusiasm. Now Adam Ford, an enthusiastic amateur astronomer, who is chaplain and teacher of astronomy at St Paul's Girls School, London, has broken relatively new ground. His *Star Gazer's Guide to the Night Sky* is provided on two 40-minute audiocassettes.

The easiest way to an understanding of the night sky and to familiarity with the constellations is undoubtedly by first-hand instruction alongside an experienced observer. For those for whom this is impracticable, Adam Ford's cassettes are a small step in the right direction. He has devised them to be used out-of-doors on a cassette player so that on a clear night the sky itself serves as a personal planetarium.

The cassettes contain six talks, each dealing with a two-monthly period. The first is concerned with the night sky at about 8.00pm on an October evening and begins with the constellation Cassiopeia. Having directed attention to this prominent key constellation Adam Ford uses it as a basis for describing and explaining the relationship of distances and sizes of bright stars, and the extremely rare nature of any changes in the overall stellar pattern. Before setting his direct attention to the constellation Pegasus and uses this too for further observation and comment.

Talks for the night sky on subsequent two-monthly intervals include references to most of the prominent and important constellations of the Northern Sky. Attention is also directed to other features of special interest that can be observed with the

naked eye or with relatively inexpensive binoculars. Instructions are given for locating and observing stars of different colour, binary systems, clusters, galactic and gaseous nebulae, and variable stars. These essentially practical instructions are liberally reinforced with descriptive material on topics of such general interest as stellar evolution, galactic distances, the planetary system, and cosmological theory.

Adam Ford's hope that his guide will be enjoyed by adults and children alike is certain to be realized. His carefully-selected material, organized and presented in a stylish manner which never bewilders or condescends, will give immense pleasure to a wide range of listeners. His suggestion that the cassettes ought first to be listened to indoors, in a quiet room, indeed anyone who might have to move some distance

from a power supply in order to obtain a clear view of the stars and has no access to a battery-operated cassette player could still make perfectly good use of this splendid programme.

Robust cards supplied with the cassettes contain additional advice on observational technique and include simple but adequate star charts for each of the recorded talks. An inexpensive set of notes entitled "Project Work in Practical Astronomy" is published separately. These provide another helpful stimulus to experimental work, and can be recommended for use either by classes in school or by individual children.

A day conference on "Television and Schooling" attracted 300 educationists and broadcasters from all over the country. The conference was held last Friday at the Institute of Education in London and was organized jointly with the British Film Institute.

The purpose was to follow up the Department of Education and Science report on *Popular TV and Schooling*, published in April, which was discussed by the conference as "the DfES document on representation in the media".

The DfES report on *Popular TV and Schooling* was commissioned by the Department of Education and Science and written by 15 teachers over a period of six months. Their brief was to study the values and images of what is presented in a series of popular evening BBC and ITV programmes. Their conclusion was that teachers should be involved in examining and discussing television programmes with young people.

What appeared, the report stated, was a heated debate, much of it on the part of the teachers' tone. It criticized the "show-stunt" in *The Kenny* and *Paul O'Grady* particular caught

Shared responsibilities

Educationists and broadcasters were strongly critical of each other in a recent exchange of views on Popular Television and Education. Gillian Macdonald reports on an attempt to go beyond the accusations

the headlines of the popular press. Broadcasters responded defensively. The conference aimed to open up a debate on the basis of the report. Criticisms of its shortcomings were largely held back in order to concentrate on the value of a programme to better communication between broadcasters and educationists.

According to Anthony Smith, Director of the BFI and himself a former television producer and editor of *24 Hours*, it was important for everyone to "recognize the shared responsibility of producers, parents and educationists". He hoped the conference would help create a clearer idea of what these shared responsibilities are.

Just how difficult and necessary that is, emerged from the hostility and

viewing between some of the teachers and broadcasters who were present. Accusations of trivialization and bias were hurled at the television companies, while attacks on sweeping statements and unfounded criticisms came back at the teachers.

Speaking from the audience, John Prescott Thomas, Head of Schools Broadcasting at the BBC, argued that he and his colleagues didn't produce a single programme without extensive consultation with teachers. But Mike Harris of Yorkshire Television complained that when his colleagues in Children's TV tried talking to educationists they were "annoyed that educationists didn't want to talk to them".

One major problem voiced by teachers and received sympathetically by some of the broadcasters was the

copyright law which forbids the recording of other than education programmes for showing in the class. A teacher from Cambridge was applauded when she complained that the copyright law was "a major handicap". She argued that "the educational output of BBC and IBA is not totally relevant to the classroom. The copyright is sorted out, we cannot continue with modern teaching".

As problems and complaints were aired throughout the day, it transpired that other discussions were already proceeding in the background. John Prescott Thomas said that the BBC was "very interested in media studies and are drafting proposals for media studies". These form part of their preparation for Schools programme, and on the media which will appear in

television.

briefings

radio & tv

For schools

PICTURE BOX
(Monday 9.30, Friday 11.22, ITV)
"The Christmas Messenger", a film in two parts for 8 to 11-year-olds laudable five Christmas carols, dramatized to draw attention to the unchanging message of Christmas.

WATCH
(Tuesday 11.00, Wednesday 14.01, BBC2)
Uses Christmas songs and craftwork to help tell the story of the nativity to six to eight-year-olds.

HIGHER EDUCATION
(Monday 9.10, BBC2)
What courses are available at polytechnics and colleges of higher education? What sort of degrees can be obtained? How do general facilities compare with those of universities?

ECONOMICS SUPPLY AND DEMAND
(Monday-Wednesday 00.30, VHF4)
Designed as an introduction to O level economics, features the activities of a group of friends forced to use some economics.

ECONOMICS (CSE) YOUR MONEY AND YOUR LIFE
(Wed 00.50, Thurs, Fri 00.30, VHF4)
Linked to the CSE course in money management. Topics studied are wages, credit, saving, accommodation and holidays.

PHYSICS IN ACTION
(Thursday 11.39, ITV)
Two programmes on the laws of motion for O and CSE students, begin with explanations of Newton's laws and their everyday application.

Continuing education

PEOPLE FIRST
(Sunday, BBC2)
A new series to give encouragement and advice to parents of mentally handicapped children.

BE YOUR OWN BOSS
(Monday 18.30, CA)
This second series is for those established in small businesses who are now looking for growth and development. A look up to the available.

The CEEFAX educational broadcasting information can be found on BBC1 Ceefax page 176.

1985/86. He added: "If educators could give us a clear steer about what they mean by media studies and what it is we could provide children with, nobody would be more pleased than ourselves".

For HM Inspectorate, James Learmonth said his department was, as a result of the report, in the process of discussions with the BBC and IBA, trying to arrange for parents, broadcasters and teachers to work together. "Where teachers are working with media," he said, "we must see how best we can support their methods."

How far the document will actually affect the curriculum is not clear. He means to be seen. When asked about the response to the report within the DfES, Mr Learmonth was more reticent. He said: "Teachers' relationship to television was and remains of interest to the Secretary of State."

But he added: "The commission [of the report] does not reflect any sort of intention to provide a serious breakthrough of media studies. It would be wrong to suggest this was an opportune time for breakthrough, but there is concern in the Department about general ways in which teachers handle television."

EXTRA

Taking the road to early reading?

Nelson have the answer

Tandem is a new series of eight structured readers. It operates according to two different reading progressions, the Red Series and the White Series, and is designed to interest readers of any standard within the 7-11 age group.

Tandem includes word games, visual puzzles, stories, playlets and poetry. These make reading fun and consolidate the early reader's progress. All the books are fully illustrated.

The White Series — suitable for the average-plus pupil (Books 1 and 2 are now available at £1.50 each)

The Red Series — aimed at the average-minus pupil (Books 1 (£0.95), 2 and 3 (£1.15) are also available)

TANDEM READERS

BRIAN TARBITT



To order your inspection copies of Tandem simply complete the attached form and return it to: The U.K. Publicity Department, FREEPOST, Thomas Nelson & Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 4BR. Tel: (0932) 246133.

Inspection copy order form
Please supply:

Red Series
Book 1 0-17-412356-6
Book 2 0-17-412357-4
Book 3 0-17-412358-2

White Series
Book 1 0-17-412351-5
Book 2 0-17-412352-3

Name _____
School _____
Address _____
TES 18.11

PIONEER WORK

Anita Straker on the progress of computing in primary schools

The history of computer use in primary schools is a relatively short one. In 1977 and 1978, when some secondary schools were acquiring their first microcomputers, a tiny number of primary schools decided that they too would buy equipment so that they could explore the possibilities for its use with younger children.

Over the following four years a few more joined the early pioneers. The computers which they purchased were varied: Commodore PETs, Apples, Sincers, Sinclair ZX80s and even some expensive 380Z machines. The main problem at that time was the lack of appropriate educational software for primary children. Where any existed it tended to have originated in America and to be almost exclusively of the drill and practice variety. One consequence was that teachers felt obliged to produce their own programs and spent many hours doing it. Their less convinced, or less knowledgeable, colleagues frequently viewed both the drill and practice material and the long hours being spent by teachers on programming with healthy scepticism.

However, in 1980 two major developments took place. First, the Department of Education and Science initiated its Microelectronics Education Programme (MEP). Secondly, the Department of Industry announced the first of its schemes to help schools with the purchase of computing equipment, making it a condition of their scheme that I.e.s. provide a short training course for two teachers from each participating school.

MEP began by setting up fourteen regional information centres in England, Wales and Northern Ireland (Scotland has its own separate but complementary scheme), and teams of people able to help I.e.s. with in-service training were appointed in each region. Curriculum development projects were started, some national and some regional or local, with the object of producing software and other associated classroom materials.

Both these initiatives were originally intended to benefit secondary schools and teachers. It was not until 1982 that the DoI scheme for primary schools was announced, and it was only this year that the MEP Primary Project was set up with a team of three field officers and two administrative assistants, based at King Alfred's College, Winchester.

One of the first tasks that the MEP primary team has set itself is to try and build a national picture of what is happening at the moment. It is immediately clear that the DoI offer for the primary sector has met with an enthusiastic response. Of the 27,000 primary schools eligible, some 15,000 have already received their computers. More than 80 per cent of these schools have opted for the BBC system, about 16 per cent for Research Machines' 480Z, and the remainder have chosen the Sinclair Spectrum.

In almost every case the schools have chosen a colour monitor rather than the cheaper black and white one which was an alternative offer. Orders are flowing in, and it looks likely that by the start of 1984, when the scheme is due to finish, nearly every primary school will have at least one computer.

However, the financial assistance which I.e.s. are giving their primary schools towards the cost of the hardware is very varied. At least one is still debating the wisdom of choosing any of the computer models on offer. Another has supported just 16 of its primary schools in a pilot project, which it does not intend to develop unless its pilot scheme proves to be highly successful. Other I.e.s. have funded at least a part of each school's expected contribution, with a few providing it all. In a small number of cases (much to the envy of teachers elsewhere) a disc drive or printer has also been provided.

Each DoI computer system for primary schools is accompanied by FACTILE, a data base program published by Cambridge University Press, and by four Microprimers software packs. Initially, there were some difficulties in meeting the anticipated

demand to participate in the scheme, so that in several areas computers arrived in primary schools without the complete pack of 30 programs. However, the full set of Microprimers material for each of the three DoI micros is now available.

The response of I.e.s. to this software has been more consistent than with the hardware. Where teachers have had an opportunity to look at and use a range of the 30 programs, there has been general agreement that the software is attractive to look at, that it is easy for beginner teachers and children to use, and that it should serve its intended purpose of helping teachers to get started with the new technology in their classrooms.

In addition, Factfile, and about half-a-dozen programs from the Microprimers series, appear to reflect our current thinking about what is best in the way of primary education, and they should have a more lasting place amongst the resources used by primary school teachers and children.

The third accompaniment to the DoI system for primary schools is a study pack. The pack aims to provide about 30 hours of study material, through reading, listening to audiotapes, and suggested activities using the computer itself. It was assumed that the teachers who attended the two day training course provided by their I.e.s. would be able to study this material beforehand. In practice, the time it takes to introduce new equipment into a school where almost all teachers are untrained in either its operation or in its educational possibilities has precluded the immediate use of the study material. The courses provided by the I.e.s. have needed adjusting to take this into account, but primary headteachers need to be aware that they have in the study pack valuable materials to add to their staffroom library, for dipping into by all teachers over the next couple of years.

What of the courses themselves? A particular problem in most areas has been finding a sufficient number of teacher trainers with expertise both in working with computers and in primary education. In some cases, I.e.s. have needed adjusting to take this into account, but primary headteachers need to be aware that they have in the study pack valuable materials to add to their staffroom library, for dipping into by all teachers over the next couple of years.

What of the courses themselves? A particular problem in most areas has been finding a sufficient number of teacher trainers with expertise both in working with computers and in primary education. In some cases, I.e.s. have needed adjusting to take this into account, but primary headteachers need to be aware that they have in the study pack valuable materials to add to their staffroom library, for dipping into by all teachers over the next couple of years.

Sometimes this has involved the secondment of as many as 25 primary teachers; in other cases just one or two teachers have been seconded to help. In some areas the training is being carried out solely by the I.e.s. computing adviser, or by lecturers from HE institutions, some but not all of whom have experience of primary schools. In the least fortunate areas of DoI training courses for primary schools have yet been provided.

But what is actually happening where a computer has arrived for the first time in a primary school? Most schools have made plans so that each member of staff in turn can use the computer in their own classroom. Others start by using a training program linked to some activity, which the children have previously undertaken. However, in a growing number of primary schools teachers have started to make use of computer based learning software which makes far more demands on both the teacher and the children than simple drill and practice material.

Granny's Garden, for example, is an adventure game for 7 to 11 year old children. It can lead to a great deal of purposeful discussion and a variety of writing tasks since planning, reasoning logically, using the imagination and asking the important question "What would happen if..." are all required in its use.

Research about insects, about life in a forest, about castles and giants in literature, about villages or cottages, are all possible follow-up activities. The program can, if the teacher wishes, set as a stimulus to work in drama or art and craft. Mathematical

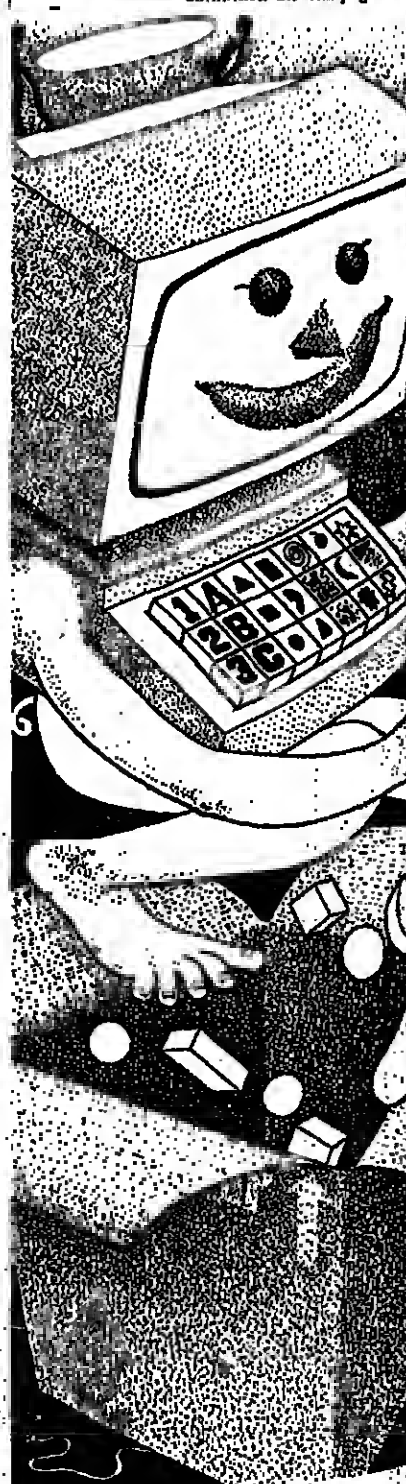
skills need to be used in the drawing of maps and plans.

This program is realistically priced at £10, and yet it can save a lot of work over a term. It is not surprising that primary teachers are now beginning to ask for more simulations, adventure games and other programs in which children can develop a range of problem solving skills.

In a small number of primary schools other exciting uses of the computer are developing. Some schools are using turtle graphics programs like Arrow or Dart, or even a full version of the computer language LOGO, which allow children to use commands linked to distance and direction to build solutions to problems like drawing a spiral, or getting round a maze, or designing a jigsaw puzzle. Other schools are using information retrieval packages like Factfile, QUEST or SEEK which can be linked to almost any project or topic work, whether the children are researching the inhabitants of their village in the last century, identifying white powders, collecting weather data, or conducting tests to decide which potato is the most satisfactory.

And what new developments in the primary school are we likely to see happening next? As schools acquire printers and disc drives word processors like EDWORD or WORDWISE will allow children to undertake several drafts of a substantial piece of work without major rewrites being necessary. A alternative keyboards such as the Microwriter or Concept Keyboard could be used.

continued on next page



EXTRA

The video generation

Young children may be 'expert manipulators of the fast-forward shuttle search' at home, but at school they are unlikely to meet a videorecorder at all. Hugh David reports

continued from previous page

Primary schools which have already established a problem solving approach to work in craft or design technology may want to extend this so that some of their models can be controlled from their computer. Some of the simple battery powered circuits that junior children design and make as part of their primary science work may perhaps in the future include some electronic components.

There are some very exciting times ahead, but it's true to say that we have already come a long way since the work of the early pioneers in 1978. The programs referred to in this article are as follows:

FACTFILE (BBC, 380Z now, spectrum in Spring 1984)
Cambridge University Press, Shaftesbury Road, Cambridge CB2 2RU
GRANNY'S GARDEN (BBC)
AKAT Software, Linden Lea, Rock Park, Barnstable EX32 9AQ
ARROW (480Z), DART (BBC) and QUEST (480Z, BBC)
AUCBE, Endymion Road, Hatfield, Herts
SEEK (BBC now, and 480Z in Jan 1984) Module 4, Computers in the Primary School

Longman Microsoftware Unit, Burnt Mill, Harlow, Essex
WORDWISE ROM Chip (BBC) Computer Concepts, 16 Wayside, Chipstead, Herts
EDWORD ROM Chip (BBC) Croyd Technics Ltd, Coach House, Keston Road, Flint, Cwtyd LL50

For 480Z (disk only) from Research Machines Ltd, Oxford

A full version of LOGO for BBC should be available in Spring 1984

Hardware referred to:
CONCEPT KEYBOARD
See Microterminals, 22 Hyde Street, Worcester, Herefs
MICROWRITER
Microwriter Ltd, 31 Southampton Row, London W1

Anita Straker is the Director of the NEP Primary Project.

Antidotes for computerphobics

by Virginia Makins

The Microcomputer and the Primary School. By A. J. Orbell. Hodder and Stoughton £3.95. 0 340 33730 3. (Published November 28) Using Microcomputers in the Primary School. By Peter J. Wayth. Cover £5.50. 0 566 03480 8.

There are plenty of stories circulating about primary staffs huddled in one corner of their staffrooms, backing away from their Department of Industry computer package which is sitting, boxed and unopened, in the opposite corner. These two books are attempts to remove reassurance, information and even enthusiasm where ignorance, apprehension, and sometimes hostility, supposedly reign.

Unavoidably they cover pretty similar ground: how to get started (both rightly stress the importance of letting people experiment in private, without the local expert breathing down their necks); available hardware and software and extensions; uses across the curriculum; where programming does and doesn't fit in.

Both are written by keen believers in the importance of bringing micros into primary classrooms, both as invaluable educational tools and as part of children's general education. Both occasionally get tangled up in their attempts to make it all sound simple, and in places a surprisingly off-putting flow of computers in primary schools is suggested.

In general, both books do a good job of providing an informed and practical introduction for beginners who are very mixed bag of people, from the very young to the very old, and from the short courses to the more advanced ones.

bolts, discussing different ways of introducing the machines to classrooms and children, and practicalities about care and insurance. Orbell is better (and more readable) on the outside world, likely future developments, and programming and languages. He is also slightly more comprehensive on the possible ways children can use computers in schools, including word processing and computerized measuring instruments for science.

Neither book quite comes clean about the limitations of present software and hardware. Nor, to their understandable wish to sell the message about the machines' educational potential, economic and social importance, and the urgent need for both teachers and children to begin to come to terms with them, do they deal with the problem that, in this teaching stage, computers inevitably eat up a lot of time and resources when both are scarce.

Computers certainly have the capacity to act as an invaluable auxiliary, relieving some of the drudgery of teaching, and (more positively) to extend horizons and possibilities in primary classrooms. It is indeed vital that primary teachers start thinking about their potential and experimenting with them.

But in many ways teachers are quite right to be apprehensive. There is a long way to go before the potential will be realized. At this stage, there is every danger that the introduction of computers will result in children being excitedly engaged on essentially trivial tasks. And primary teachers will have to fight hard to ensure that the prevailing interest in computers does not end by cutting available for poetry and literature, dance, drama, craft — and all those areas of experience which will become even more important if children are to grow up humane and balanced in an increasingly video-based, computerized and robotic world.

Not through any malice on their part; the producers and distributors of software have until very recently shown a marked reluctance to involve themselves in the educational market. The material is just not available.

The potential of video in the primary school, however, remains enormous. Robert Dilks, Headmaster of Greenwood Primary School in the London Borough of Merton, is convinced of that. The school owns two television sets but has had its own videorecorder only since the beginning of this term. Already the benefits the "new toy" has brought have far outweighed its initial cost, says Dilks. (That cost, incidentally, was met by the school fund; only the videotapes themselves are being bought out of capitation.)

The presence of the recorder, tuned and installed on the shelf beneath the television, has had a dramatic effect on the life of the school. Timetabling, of course, has instantly become more flexible, but Robert Dilks has also noticed the recorder's influence on the staff's style of teaching. They are able to be more selective about what they take from broadcast programmes, previewing and then rejecting some, editing others to the needs of their classes and preserving a select few for later use or as permanent resources.

The machine also plays a part in what he refers to as "informal in-service training". As present his staff are recording for their own use a BBC Continuing Education series on multi-cultural education, watching and discussing playbacks as part of their attempt to devise a school strategy.

Possibly the most exciting and ultimately the most important aspect of video in primary schools is the whole field of pupils' "hand-on" experience. As Greenwood Robert Dilks is aware, that they are only scratching the surface, but he is already keen that children should have — supervised — access to the machine. "Most of them have got one at home already. They know all about it, and operate it in the School's Resources Room quite happily". After only a few weeks, the school is already building up its own library of resource cassettes to which children can be directed in project work. "They have been using cassette tape recorders like that very successfully. Video is even more important!"

Without a camera, however, Greenwood School cannot take things very much further. Although the importance of video production, in particular its effectiveness with less able pupils, has been recognized in secondary schools for some time, it is unusual and still noteworthy to find a primary school where the children's hands are on the Record as well as the Playback button — a state of affairs which Vincent McGrath, Media Resources Officer at the British Film Institute, is keen to remedy.

He has recently run a pilot project with pupils from Beaufort House Primary School in London (described in last month's TES Video Extra, October 21) which left him more convinced than ever of the value of video and video production in the primary school. "No, there isn't a great deal of activity at present," he agrees.

"There's no system or approach, it's all dependent on having an enthusiast on the staff, but the potential's there all right."

Already, he believes, primary schools use video more extensively and generally more satisfactorily than the majority of secondary schools. Even when they are merely replaying off-air recordings, in McGrath's experience primary teachers prepare their classes more thoroughly and devise better, more imaginative follow-up work. The programmes are not just isolated items in a course but properly integrated elements.

Vincent McGrath's project was partly financed by the Inner London Education Authority and run in an ILEA school where, admittedly, circumstances are rather different from those in other areas of the country. Nearly all the authority's primary schools have video records; the ILEA Television Service has for many years been producing its own material, and audio-visual advice and expertise is freely available to teachers. But McGrath does not see any reason why, given the initial enthusiasm of staff, his work could not be copied in many schools around the country.

He is now engaged in writing it up, in an attempt to give interested teachers "the recipe". The technology, he suggests, inevitably casting eyes towards the treasures of school funds, is less of a problem. Once a school has its video all it takes is a light and a camera — and at the moment they are virtually giving those away in Tottenham Court Road.

Lively new material for infant and junior school classes

Science

Exploring

Primary Science 7-11
Christine Brown, Christopher Brown, Roy Edwards, Tony Roberts and Beverly Young

A new course in science for primary children aged 7 to 11, based on science processes and skills. Card-based, with plenty of teacher support, the material is very flexible and can be used in a variety of teaching situations.

Units 1 and 2 available. Unit 3 out mid 1984

Cambridge Science Universe

General Editor: David Jožands

A unique science encyclopedia for 8 to 14 year olds in eight volumes. Thematic in approach, each volume covers a broad area of science and technology by means of self-contained, full colour double page spreads.

Available February 1984

Mathematics

IMP

Infant Mathematics Project
Jean Clark, Alice Dickson, Roy Edwards, Barbara Hewitt and Barbara White

This course develops mathematical language alongside the day to day mathematical activities, and provides links with other areas of the curriculum so that maths can be seen as part of everyday life. Pupil Workbooks and Teacher's Books form the core of the course and these are supplemented by packs of attractive full-colour games and rhymes or stories.

Unit 1 now available

Language Development and Drama

Primary Language Course

Athea, Barbara Benson, Charles Cuff and David Taylor

An integrated course for 7 to 12 year olds in 4 levels that develops creative writing, encourages children to talk and listen to each other, covers all aspects of language work, provides the first full course in study skills for primary school children — and is fun to use!

• Talking and Listening • Writing • Word Play • Study Skills

Levels 1 and 2 out early 1984

Playmakers

Shelia Lane and Marion Kemp

Enjoyable material for 8 to 12 year olds that offers a clear and structured approach to drama in the primary school. 9 titles now available with 3 more to come early in 1984.

• Carnival Time • Travellers' Tales • Explorers Stories



Inspection copies for teachers available from Rosalind Horton at the address below.

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

New Books from Falmer

Curriculum Series for Teachers

Gymnastics 7-11: A Lesson-by-Lesson Approach

M. E. Carroll, Brighton Polytechnic, and D. R. Gomer, East Sussex Education Authority

This work book adopts a lesson-by-lesson approach to the teaching of gymnastics for the 7-11 age range. It sets out a series of lessons over a four-year span and ensures progression from year to year.

October 1983 c.135pp c.£6.25 paper

The Teaching of Primary Sciences: Policy and Practice

Edited by C. Richards and D. Holford, University of Leicester

This book contains authoritative, up-to-date material essential for students taking professional courses in primary science or for in-service teachers taking responsibilities for primary science in schools.

September 1983 275pp £6.50 paper, £11.95 cloth

New Directions Series

New Directions in Primary Education

Edited by C. Richards, University of Leicester

This book analyses developments in primary education since 1974 and draws out issues which seem likely to have significant impact on primary education in the next decade.

March 1982 310pp £6.95 paper, £11.50 cloth

Falmer Press Limited
(a member of the Taylor & Francis Group)

4 John Street, London WC1N 2ET Tel: 01-405-2237

EXTRA

Very little research has been carried out into the effectiveness of educational television in primary schools - particularly with children up to seven years of age. Nevertheless, claims are made for the value of television as a resource, which, it is said, has the potential for linking experience to language, helping to formulate ideas, and stimulating thinking. These claims suggest that educational television viewing can make a contribution to young children's education. Furthermore, it is argued, broadcasts introduce a new, well-researched and carefully prepared stimulus into a school, a stimulus which does little to threaten the professional pride of practising teachers. Educational television may assist teachers but its efficacy is questionable, even after many years of provision.

The classic method for measuring the effectiveness of educational television is to compare children taught through television with those taught in another way. This method assumes that television can teach and while it may be applied to older pupils, it has a different significance for young children. Television is a teaching aid and not the source of learning for them.

Concern should be given to the psychology of learning and the role of educational television in the curriculum for young children. When television is used for direct teaching, children are required to analyse. They interpret what they see and hear through abstractions based on past experience. Television may provide language lessons to watch and listen to, present mathematical notions desirable for young children to acquire, and show examples of the Roman way of life to stimulate a topic, but such broadcasts demand reasoning at a formal level of operations.

Young children have not reached the stage of mental development to apply abstract reasoning to rationalize and deduce from indirect experience. They are at a stage when learning originates from direct experience. Much of what young children are required to learn in school can be shown on television, but it is questionable whether they learn from it. They



A rival system

Ernest Choat, Harry Griffin and Dorothy Hobart on the need for more research into the use of educational television

are not at a stage in their intellectual development to connect many explanations seen on television with reality.

Research has shown that it is common for children to appeal to adults for interpretation or explanation of material seen on television. The resource is often a thing of make-believe and they frequently ask whether what they have seen was real or true.

The efficacy of educational television can be measured only within the use made of it by teachers, who, when using television as an educational aid, have to overcome habits and patterns adopted with home viewing. They cannot switch on a television set and expect young children to diagnose the content of a broadcast as they would themselves. Even if children do acquire some understanding about their world from the media, teachers still have two important functions to provide an intelligible framework for a view and to develop a critical awareness of the limitations and distortions of the media.

On the other hand, it may be alleged that television is no longer a special and different kind of resource in a school. With its power to capture minute details, to penetrate impossibly

far means, and to transport young children to places they would not otherwise visit, claims could be made that the television camera brings dimensions into a classroom which are otherwise unattainable. Television may possess these qualities, but its worth is negated if provisions are not made to harness its potential to what a school requires for its pupils.

Educational television cannot be isolated from other curriculum considerations. A television broadcast should be part of the children's normal school day. It should have an integral place in a teacher's provisions and not slot into the intended activities for the children. The Plowden Report interpreted the role of educational television in the primary school curriculum. It stated that television was part of ordinary life to which children were accustomed and could be described as "a rival system of education". Children should be taught to use it profitably and associate it with learning as well as with entertainment, but there was still a particular need for schools to provide direct experiences for young children to exercise their perceptive powers. Teachers, therefore, have an equally positive role to play when using educational television as they have in the rest of their teaching. Children will be

passive viewers unless provisions are made to use television to some purpose.

The function of educational television in the curriculum for children up to seven years of age has been neglected despite the fact that 95 per cent of primary schools are equipped to receive broadcasts and that many schools are now purchasing video recorders. Although the medium is a resource for teachers, its viability has not been proven. For instance, most teachers make extensive use of the booklets which accompany series. The booklets provide ideas and suggestions for follow-up activities, but are these necessary or should teachers be encouraged to devise their own treatment of programmes?

Whole class viewing appears to be the norm for most teachers. This is attributed to organizational problems in catering for groups of children, but it is educationally ineffective for four-year-olds in a vertically grouped class in which a programme intended for older children? Teachers overwhelmingly contend that provisions are made with follow-up work appropriate to each child when "elusive viewing", but to what degree does this really happen in most classes? Some schools now have video recorders, but to what extent do they differ from an off-air broadcast? Recent observations in classrooms indicate that most teachers use them for reinforcing convenience.

These are only a few of the questions which educational television raises. It needs a great deal of research and it will be some time before substantive answers are forthcoming. We are making a contribution towards this by carrying out the first full-scale investigation in England and Wales into the relationship of the medium with the curriculum for young children. Any comments or observations on the matter will be welcomed.

Ernest Choat, Harry Griffin and Dorothy Hobart are working on an investigation into the curriculum for children up to the age of seven years at the University of London Institute of Education.

Video vespers

by Hugh David

VIDEO

Just So Stories
Five of Rudyard Kipling's stories told by Ronald Pickup
Postman Pat
Four adventures from the TV series.
Longman Video
Recommended price: £29.95 per tape.

Teachers, writers child psychiatrists, even a few curing parents might object, but the age of the bedtime story is all-but past. Technology is taking over; parental performances are giving way to the video vespers.

The idea is appealing. There can be few parents who have not complained at the drudgery of nightly reading their offspring into oblivion. Why not just turn on the telly and let former National Theatre actor Ronald Pickup do the honours? He can even manage the funny voices in a selection of Rudyard Kipling's *Just So Stories*, recently issued by Longman Video in their Children's Treasury series. Not only that, cassettes can be made to do that favourite bit again - and again - skit over any boring bits and start and stop at will.

As bedtime stories or general children's entertainment the *Just So Stories* have a lot to recommend them. A previous generation of video stories was illustrated by a succession of still pictures. Things have come a long way since then. The five stories on the cassette are illustrated by fully animated cartoons which perfectly convey the atmosphere on the banks of the great, grey-green, greasy Limpopo river. There are familiar tales like "Elephant and Pigeon" and less well-known ones such as "The Beginning of the Armadillos". Each one lasts around ten minutes and is completely self-contained. Snatches of ragtime music enhance the period appeal of Kipling's Edwardian anthropomorphisms and complete a production that will certainly be viewed by adults long after nursery bedtime. Its appeal is just so.

Postman Pat's appeal is far more up to date. The puppet series, very popular on television, concerns life in the village of Greendale where everything might look at Trumpton used to but boys have radio-controlled model aeroplanes and farmers trundle around in bulldozer tractors.

Not a lot happens in any of the four stories included on the cassette (which is also part of the Longman Children's Treasury) but Pat, his cat Jess and the rest of the Greendale community have an appeal as potent as the Archers. With an "I" and an "O" you can make an alphabet. This design exercise requires careful and original thought to see what the minimum is which need be added or subtracted from the "O" to make an "a" "b" "c" etc.

Drawing, especially analytical drawing, involves asking questions; it entails the recognition of an object's components and finding the best way of putting them down on paper; the more you draw, the more, if you are drawing thoughtfully, you see. With this in mind the following Ann Hechle exercise is interesting. The children are told to shut their eyes whilst she draws a gothic letter "O" and "I" on the blackboard.

The children upon their eyes and they try the "O" and the "I" for themselves, to do this they have to deduce for themselves from the samples how the forms are constructed and what angle to hold the pen, and work out the right width of a letter in relation to its height, and what the thickness of each stroke should be. Work can progress to other topics such as the matter of matching letter shapes to the meaning and sound of words. This is a rich exercise because it quickly becomes apparent that all letters form a people who use distinct letter forms - adjectives, for example - choose their letter forms carefully to match the meaning of their message. Clearly the content and scope of such work can be tailored to meet the age and demand of particular children.

Information from the Education Office, Education Department, Crafts Council, Waterloo Place, London SW1V 4AU.

A stomach ache or headache?

Will Harris reviews English language books

Elementary Grammar Books 1, 2 and 3
By Muriel Higgins
Longman 582 55890 5, 582 55891 1, 582 58903 3 £1.10 each
Everyday English, Books 3 and 4. By Muriel Higgins and Helen Ballance
Longman 333 30995 2, 333 30996 0. £2.25 each
First Check Up Tests in English Language. By Ronald Deadman £1.95 333 32933 3
First Check Up Tests in English Language. By Betty Kerr £1.95 333 32942 2
Intermediate Check Up Tests in English Language. By Betty Kerr £2.25 333 32944 9

First Check Up Tests Workbooks. By Ronald Deadman. 1.95 333 32933 3
Second Check Up Tests Workbooks. By Betty Kerr. 1.95 333 32942 2
Third Check Up Tests Workbooks. By Betty Kerr. 2.25 333 32944 9
Patterns and Sequences - Phonics for Macmillan. By Maria Campbell
Macmillan 333 30995 2, 333 30996 0. £2.25 each
Boy and Boy Book 1: 05 003601 7; Book 2: 05 003602 5; Book 3: 05 003603 3; Book 4: 05 003604 1. 90p each. Teacher's Book: £1.65 05 003605 3

Most exercises start with a shaded pattern box which acts as a reference point and as a reminder to the student. And, to give further guidance, examples of correct answers are given. "The heart sinks. More of the stuff that the reasonably able can do with their eyes and which the less able will find at best pointless and at worst completely baffling. I turn at random to a page in Book 3. "Can you answer these silly questions?" designed to give practice in the use of world. "Would you rather have a headache or a stomach ache?" and so on. Most kids will have both. Now "sensible" questions follow. It is so and that capitulation allowances up

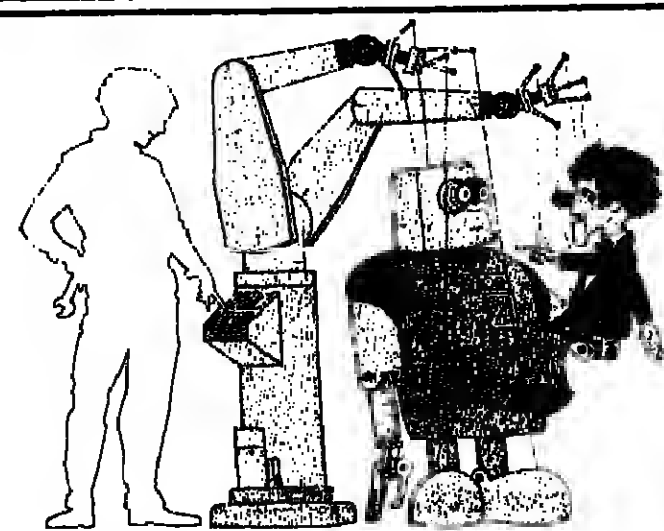
and down the country are spent on rubbish like this in the vain hope that children will write better English. They'll get lots of ticks, all right, but that's all head stuff, and I am more interested in the heart. I refer Muriel Higgins and Longman to the research that has been done into formal grammar, conveniently summarized in Andrew Wilkinson's *The Foundations of Language* (OUP, 1975): "Training in formal grammar does not improve pupils' composition. A knowledge of grammar is of no general help in correcting faulty usage". And so on.

I do not eschew grammar. I am actually fascinated by it, not least because all my pupils have it in abundance. But a formal study of it has no place as the core of primary children's English work. They should be far too busy practising writing of their own instead of mucking about with someone else's piling sentences. Having said which, I can hardly be expected to welcome any of the fill-in-the-blank books. Nor do I. *Everyday English* Books 1 and 2 have already brushed aside in these columns. Books 3 and 4 have come my way, and I am no more enthusiastic. As I said then the stuff in these books is not *Everyday English*. *Everyday School English*, perhaps, but that's different. And very sad.

I haven't met the Check Up series before. There are, apparently, *First Check Up Tests*, *Intermediate Check Up Tests* and *Check Up Tests*. At least the authors come clean and call them tests, not exercises. The comprehension books are straightforward enough: read the passage, answer the questions. Not much beyond the literal

level, but then you can't test subjectivity very easily. I am surprised to see Ronald Deadman's name linked to the English Language book. The tests are thoroughly predictable, safe and excellent busy material. No, they are tests - useful diagnostically, I suppose. But again I hear the cry: "Take out your Check Ups and do the next test" - and that's another English lesson over. The *Check Up Work Skills* are miscellaneous: number, language, general knowledge; matching, odd out and so on. Useful in a limited sort of way, perhaps; but if a child can't sort out VOICER, to make GREEN, or see what is wrong with *It was beach on the hot at Penang* (all very ethnic, this book by the way), what do we decide his weaknesses are, and what do we do to remedy them? More of the same? And if a child really can't do stuff like that, do we need such a book to tell us so?

Patterns and Sequences is an unashamed phonics approach to reading and spelling. The visual aspects are incorporated, but I prefer to see them given dominance. I prefer not to see mule, rule, yule, cruel, duel, fuel, jewel in one family, under the heading "Particularly as they are not one specific phonetic family. *Mule, rule, yule* together, *cruel, duel, fuel* together, and *jewel* with *welcome*. Which is what Maria Campbell Hogg sometimes does. Under *ea*, for example, we have *pear, bear, wear, tear, swear* (printed in red because they are a phonetic group) with *earn* and *learn* underneath in black. So it's not *ea* we're after but *ear*, it seems to me, and visually, not phonically. Muddling. Charles Cripps's *Word Bank* (Macmillan) is a much better bet.



From *Robots*, written and illustrated by Heinz Kurth, a look at robots from the early puppets to the companionable, speaking, house cleaning futuristic version. On the way it looks at robots in industry and compares human systems with robotic sensory equipment. The book costs £4.95 and is available from World's Work.

Weighty matters

Investigating Weight. Investigating Volume. Investigating Angles. Investigating Shapes. By Ed Catherall. Wayland £3.50 each.

Some classroom schemes for primary mathematics seem to go out of their way to provide only dullness, irrelevance and repetition. One way around this problem is for the concerned individual teacher to ensure that the school or classroom library contains books which are mathematical in content, but which take the subject out of its basic pedagogical context.

This series has clearly been designed to be library stock, and, although expensive to purchase, are well bound with attractive covers. They are obviously durable enough to last for

many years of use. Mathematically they are extremely sound, but the topics are the ordinary stuff of classroom schemes rather than attempts to show the power and interrelationships of mathematical concepts. Each book requires the use of experimental and investigatory approaches, but, in attempting to teacher-proof, is excessively wordy.

However, I believe that they could find a niche in a primary school library simply because they are so ordinary, and so like "normal" mathematics texts. There is often a need for an individual or group to follow up an aspect of mathematics from a new viewpoint and these books would fit that situation. They would, however, require guidance and explanation by the teacher, or parent, if interest was to be sustained. Despite being short, (only 32 pages), they each cover roughly 30 activities and that is perhaps too many on one topic for a child to cope with in one go.

Paul Harling

Programme of 'Extras' Planned for 1984

Jan

- 6 Travel
- 13 Children's Books I
- 20 Economics & Business Books
- 27 Travel

Feb

- 3 Modern Languages
- 10 Video & Film
- 17 Music
- 24 School Visits

Mar

- 2 Computers in Education
- 9 Primary Books
- 16 Winter Sports
- 23 Science
- 30 English as a Foreign Language

Apr

- 6 History
- 13 Geography
- 20 Resources for Learning
- 27 Health Education

May

- 4 English
- 11 Mathematics
- 18 Reference Books
- 25 Computers in Education

June

- 1 Art & Craft
- 8 Children's Books II
- 15 Home Economics
- 22 English as a Foreign Language
- 29 Reading

July

- 6 Music

Sept

- 7 Travel
- 14 Special Needs
- 21 Science
- 28 Travel

Oct

- 5 Craft Design & Technology
- 12 Video
- 19 Mathematics
- 26 Modern Language Teaching

Nov

- 2 Computers in Education
- 9 English
- 16 Children's Books III
- 23 Primary Education
- 30 History

Dec

- 7 Geography
- 14 Religious Education
- 21
- 28

Positive shapes

Peter Dormer on the role of calligraphy

In an article *Journal of Art and Design Education*, Stuart Macdonald recently complained that in primary schools "is in danger of becoming merely crude 'comic strip' illustration, or poor visual reportage for verbal work." Too few school teachers regarded drawing as a direct observational exercise leading to analytical work. Analytical drawing developed visual discrimination because it involved directed thinking and decision making, he said.

It is these ingredients which Ann Hechle, calligrapher, stresses in the work she does with new pupils.

Although Ann Hechle is one of Britain's leading professional calligraphers and engaged full time on her own work she undertakes some freelance teaching which includes sessions with young children in which they learn the rudiments of designing letters. Ann begins with large sheets of paper, paint and home made pens made from pieces of balsam wood, three centimetres wide, bevelled at the bottom edge, wrapped in a scrap of felt and held together in a bulldog clip. These pens are cheap, can be made in different widths and, unlike the brush, can be used for learning about thick and thin strokes.

Whereas the brush is an unpredictable tool, especially for a beginner, the pen makes marks that always correspond in the angle at which it is held against the paper. Thus the pen is predictable and the children can teach themselves a repertoire of marks with which to make patterns and alphabets.

This is elementary and sounds remote from "analytical drawing" but it is not. After all, to acquire a vocabulary of marks you need to think about the work and shape you want and think how you are going to achieve it. Later, after they have filled a large sheet of paper with thought-out experiments, Ann Hechle is able to draw the child's attention to the way positive and negative shapes work together - lines create spaces, spaces are shapes of negative importance to the drawn marks.

From this point she can proceed to setting tasks such as repeat patterns, these teach the notion of rhythm and

also demand the skill of putting something down in a consistent shape. Alternatively the children are asked to make a series of squares using the pen at different angles - the choice of stroke dictates the shape of the space inside the squares.

The next stage is particularly interesting because the "square" can be treated as the letter "O", the art and design of it all is to see how little you need to adapt it to make all the other letters of the alphabet (in lower case). With an "I" and an "O" you can make an alphabet. This design exercise requires careful and original thought to see what the minimum is which need be added or subtracted from the "O" to make an "a" "b" "c" etc.

Drawing, especially analytical drawing, involves asking questions; it entails the recognition of an object's components and finding the best way of putting them down on paper; the more you draw, the more, if you are drawing thoughtfully, you see. With this in mind the following Ann Hechle exercise is interesting. The children are told to shut their eyes whilst she draws a gothic letter "O" and "I" on the blackboard.

The children upon their eyes and they try the "O" and the "I" for themselves, to do this they have to deduce for themselves from the samples how the forms are constructed and what angle to hold the pen, and work out the right width of a letter in relation to its height, and what the thickness of each stroke should be.

Work can progress to other topics such as the matter of matching letter shapes to the meaning and sound of words. This is a rich exercise because it quickly becomes apparent that all letters form a people who use distinct letter forms - adjectives, for example - choose their letter forms carefully to match the meaning of their message. Clearly the content and scope of such work can be tailored to meet the age and demand of particular children.

Information from the Education Office, Education Department, Crafts Council, Waterloo Place, London SW1V 4AU.



Ideas for adaptation

by Paul Harling

adapted specifically for the needs of individuals and groups in a particular class, or to stimulate children's mathematical curiosity beyond the constraints of the mainstream scheme. The two items considered here are recent examples of the genre and illustrate two extremes of provision in terms of price, adaptability and usefulness to a busy teacher.

Activities for Primary Mathematics is part of Macmillan's Classroom Guides Series. It is cheap, short (48 pages), of handy size and contains nearly 40 activities divided under the headings: Mastery of Small Numbers, Logic, Addition and Subtraction Games, Coordinates, Place Value, Old Favourites (sic), Equations, Codes and Class Oral Activities. The target

age groups vary from five to ten plus years and some activities are noted as particularly suitable for remedial purposes. Few words are wasted and each activity or game is considered under the headings: Aim, Equipment, Procedure, Activity, Examples and Extension.

It therefore theoretically provides remarkable value for money, being crammed with sensible, tried and tested, although rather routine activities, which would find a ready place in the mathematical work of any primary school class. Unfortunately, it is only a teacher's book and would require vast amounts of teacher time, and several reams of card and plastic covering to be fully implemented. Nevertheless, at £1.95 I would suggest that a primary

school would be unwise not to purchase a copy. For a modest price the classroom library would definitely be enriched and some teachers may find the time to do more than look at the book and sigh wistfully.

At the other end of the spectrum of provision is *Topics and Activities in Mathematics* published as part of the scheme *Primary Mathematics: A Development through Activities (SPMG)*. To buy a full set of for example, Book One for a class of 30 would cost some £36. The books have been designed to supplement and extend the core work of the scheme at stage four (10 to 11 years of age) and stage five (11 to 12 years of age), although they would appear to have some relevance at earlier stages with bright pupils. Each

book contains between five and nine "topics" which are developed to various degrees depending on the age of the children and the topic in question. They cover the use of calculators, multiplication squares, shape, graphs, probability, codes, solids and nets, area and volume, number bases, curves and measurements. The teacher's book/answer book gives details of content, materials, lines of development and possible extensions of the topics. All in all, it appears to be a very impressive package, useful and adaptable with a variety of schemes at the upper junior level, and mathematically extremely sound.

Unfortunately it seems to have gone too far in the provision of material. Some of the topics will have been included in any mainstream scheme for schools, and good teaching should have already developed the desired problem solving approach - so the series would seem to be a luxury purchase for a school. If there are doubts about it being fully used there are many less expensive alternatives.

Comprehension Plus

Roderick Hunt

This exciting new series for 7-11 year olds provides a wide range of comprehension activities for pupils of all abilities.

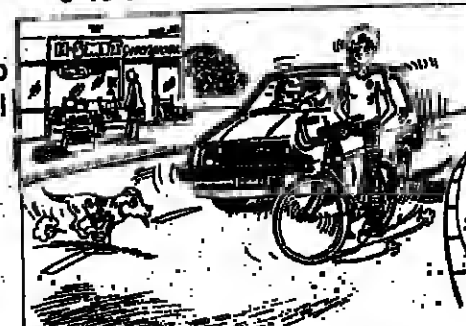
Book 1 concentrates on comprehension of visual material but also contains some reading passages. Books 2-4 include both fictional and factual passages, together with maps, diagrams and many illustrations. Some of the exercises involve pupils in analysis, extrapolation and problem-solving based on evidence presented.

A Teacher's Book contains answers to all the questions and solutions to the puzzles.

Book 1 0 19 918173 X
Book 2 0 19 918174 8
Book 3 0 19 918175 6
Book 4 0 19 918176 4

£1.45 each

Teacher's Answer Book
0 19 918190 X £2.95



Please send me an inspection copy of *Comprehension Plus* by Roderick Hunt

Book 1 ☐ Book 2 ☐
Book 3 ☐ Book 4 ☐

Name _____

School _____

Address _____

Please return to Oxford University Press, Education Department (EBL 433), Walton Street, Oxford OX2 6DP

oxford

EXTRA

Who shall judge?

The ideal book for all primary art teachers with no specialist training:

TEACHING ART IN PRIMARY SCHOOLS

Geoff Rowsell

The aim of this book is to provide the non-art-specialist teacher with the framework of a co-ordinated scheme for teaching the basic concepts of art to primary school children, which will form a basis for art education at a later stage. The sessions aim to provide a continuous sequence of experiences that slowly build up artistic concepts and skills. Each session is outlined in terms of Activity, Concept, Aim, Resources Needed, Preparation, Introduction, Development and Evaluation. 168pp • £10.00 Illustrated throughout



FOCUS

Redvers Brandling

Focus is a collection of stories for primary assemblies drawn from a wide range of cultural backgrounds and from resources which include folk tales, reported stories of contemporary life, mystery, fiction and poetry.

The stories aim to promote values of self awareness, better relationships, thoughtful attitudes and questioning minds. Focus seeks to highlight the beliefs and values of a harmonious, integrated society.

128pp • £4.95

INSPECTION COPY ORDER FORM

Please send me inspection copies of:

- ☐ Teaching Art in Primary Schools 237 45848 2
☐ Focus 237 29335 8

Name.....
School.....
Address.....
Please return to: Bell & Hyman, Freeport, London SE1 0BR Bell & Hyman

Assessment in Primary and Middle Schools. By Mary Shipman. Croom Helm £15.95. 07099 2344 9. £7.95 3345 7.

The problem is that whenever I see a book like this these days, I have to haul out my anti-prejudice rose-tinted specs before I can bear to look at it. This is because as the years go by I become more enmeshed in the notion of education as an organic, romantic business not to be judged by mortal strictures but existing in its own right like a beautiful Pre-Raphaelite picture glowing on an easel in a sinking attic. When I really get into this groove, I perceive the vocation of "teacher" as so manifestly purer than that of "businessman", "sales executive" or the accused "politician", that I begin to deny the right of anyone at all, save Peter at the Gates - and he had better watch his tone - to call me to account. "How dare people when are screwing up the country tell me..." and so on.

Well, a hit over the top perhaps, but the basic thought is there and is shared by many of us. We resist implicitly the continuing attempt by the ravishing philistines to cram us into a "meat and ends" model of existence, or to hold us to the attainment of defined objectives.

Fortunately - and it was with some relief that I discovered this - Shipman understands this well enough. He does not, therefore, set out to construct an ideal framework of assessment and

evaluation and then strive to sell it to teachers as a necessary adjunct to professional practice. Rather does he start by pointing out that every teacher assesses and evaluates all the time - continuously, on her feet in the classroom, where every next move is dictated by judging the results of the previous one. Having thus pre-empted the anti-assessment argument, he then goes on to show how with a bit of thought and a bit of structure, the kind of quasi-instinctive assessment which every teacher is doing all the time can be made more useful and more universally accessible.

Part One of the book is about assessing pupils and there is much advice on such matters as referencing and the construction of valid and reliable test and test items. Shipman is good at pinning down the theoretical roots of classroom confusions, so that, for example, he can show that the vengiveness of a testing programme may be the result of lack of clarity about the kind of referencing being used. And in the same way he deals, simply, with the statisticians' procedures which can help teachers present lists of marks in a more usefully applicable form. He examines published tests and indicates how they can be most efficiently used.

Part Two turns to the often ignored, or at least under-valued, process of evaluating the work of the school. What makes this particularly timely is that, as I see it, the publication of HMI Reports is providing an important catalyst to the process of self-evaluation and then strive to sell it to teachers as a necessary adjunct to professional practice.

This school has a 'Blue Book' in which the responsibilities of teachers are clearly laid down. Yet in a neighbouring school there are no written job descriptions. Neither school is necessarily well or badly organized.

With this I agree (with some relief I might add) but one of the problems is that we are plagued with observers and critics who would approve of the first school and be horrified by the second. As Shipman says, "LEA self-assessment documents contain a clear preference for the tight ship". Someone ought to tell them that the tightest ship ever was the "Bounty".

In the end this is a helpful book, written with great sympathy and understanding for the teacher who has to manage 35 children every day and just wants to know when she can fill in a bit of testing. If it sometimes lapses into the patronizing ("This is because people want to do things, or the best person for the job") then this is just the eager salesman talking, and in the end his enthusiasm carries him through.

Gerald High

continued from page 33

Theories about dinosaurs are changing all the time. No one knows what colour they were or why they suddenly died out after millions of years of success and it is now even disputed that they were cold-blooded reptiles. To help children see the kind of fossil evidence on which the theories are based, Stuart Baldwin has produced a set of replicas of parts of dinosaurs and their relatives. Complete sets, including an Ichthyosaurus snout and Agutodon tooth, are quite costly, nearly £50. But Mr Baldwin, who is a self-taught palaeontologist and one of the biggest manufacturers of fossil replicas in the world, has also produced a splendid pack for the classroom. Based on close consultation with teachers about what was needed to illumine and enliven their dinosaur projects, the pack consists of a highly informative teachers' booklet, fact sheets and worksheets enough to keep several classes of juniors busy for some time. (Dinosaurs and Their Relatives, £8.50 project pack.)

Granada TV is currently showing a series called *The Dinosaur Trail* (pre-viewed to *TES*, 30.9.83), which has had ratings of three million viewers. Stephen Leamy, the executive producer, told me that was even more than the audience for the newly returned *Crocker-John* on the BBC. The series has benefited from the enthusiasm and commitment of Dr Berkeley Halstead of Reading University, who has written two books of "fiction" for Collins, illustrated by his wife Jenny (A *Brontosaurus*, *Terrible Claw*, Collins £3.95, each). Each tells the life story of a hypothetical individual dinosaur, with the relevant fossil evidence for each incident provided in a box accompanying the main text. Unfortunately, once the reader has identified with a named dinosaur like Ajax the *Brontosaurus* Rhope the *Deinonychus*, the history becomes intolerably painful, particularly the second book, which is just an everyday story of Cretaceous carnage.

On the second programme of *The Dinosaur Trail* the address was given of the Dinosaur Club, with overwhelming consequences for Dr Richard Moody and his co-founders. They started the club in August 1982 and had so far collected 1,300 members, aged from two and a half to eighty. But in the week after *The Dinosaur Trail* they received a further 1,500 enquiries. The club, which includes its members by a stegosaurus badge, offers posters, field trips and four copies a year of "The Dinosaur Times", which keeps enthusiasts up to date on latest books, theories and fossil finds.

So, whatever is happening in some local authority, if your curriculum pressures might be squeezing dinosaurs out, there is obviously enough interest on the part of the children and

enough material for teachers to prevent the dinosaurs' immediate educational demise. Why do they have such a potent appeal for very young children? Is it because they are like the giant monsters of every childhood nightmare and they are all safely dead? As one four-year-old who had evidently read Maurice Sendak's *Where The Wild Things Are*, said to me, "I like dinosaurs because they gnash their terrible teeth and roar their terrible roars".

Mary Hoffman
Dinosaurs and their Relatives is available from Stuart A Baldwin Educational Palaeontological Reproductions, Fossil Hall, Boars Tye Road, Silver End, Witham, Essex. The Dinosaur Club is at PO Box 164, Kingston-upon-Thames Surrey KT1 3SQ.

NEW from ARNOLD-WHEATON

Quest

A Screening, Diagnostic and Remediation Kit

for use by all infant and junior schools

Developed by a team of educational psychologists and teachers

Publication Autumn 1983

Please send me the QUEST prospectus with full details.

NAME:.....

SCHOOL:.....

ADDRESS:.....

POSTCODE:.....

LEA:.....

Return the completed coupon to ARNOLD-WHEATON PUBLISHING, 1 J. Arnold & Son Ltd, Freeport, Leeds LS11 9YU (no stamp needed in the UK)

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

HEADSHIPS

GRAYSWOOD C/E FIRST SCHOOL

Grayswood, Haslemere.
HEADTEACHER required from the commencement of the Autumn Term 1984 for this Group 2 Voluntary Controlled First School for pupils aged 5-8 years.
Estimated N.O.R. (January 1984) 81.
Salary scale £9,504-£10,538 p.a.

Application form and further details available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ.
Completed applications should be returned not later than 2nd December, 1983.

PEASLAKE C/E FIRST SCHOOL

Peaslake, Guildford.
HEADTEACHER required from the commencement of the Summer Term 1984 for this Group 1 Voluntary Aided First School for pupils aged 5-8 years.
Estimated N.O.R. (January 1984) 37.
Salary scale £9,108-£10,137 p.a.

Applicants should be communicant Members of the Church of England.
Application form and further details available from Area Education Officer, Area Education Office, 14/15 North Street, Guildford, Surrey GU1 4AF.
Completed applications should be returned not later than 2nd December, 1983.

NORFOLK HEADS

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:
Brooklands Junior School, Long Eaton
Group 8 Estimated NOR 1983/84 - 358
Grange Primary School, Long Eaton
Group 8 Estimated NOR 1983/84 - 307
Bamford Primary School
Group 3 Estimated NOR 1983/84 - 87
Newhall (New) Primary School, Swadlowcote
Group 4
Newly built primary school (with 30 places Nursery Unit) which will start in September 1984.
The Headteacher will be appointed from the commencement of the summer term 1984.
Application forms and particulars for the above posts (a.s.a. enclosed) please send to the Director of Education, County Offices, Norfolk, to be returned by 9th December, 1983.
CERARYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (1008)

DEPUTY HEAD

required for
WOODSIDE COUNTY FIRST SCHOOL, Norwich (Group 3)
Application forms and details from the Area Education Officer, Gladstone House, 28 St Giles Street, Norwich NR1 1TQ, sent on receipt of a stamped, addressed to local post envelope.
Closing date for applications - 2nd December, 1983. (10218)

HEADSHIP

(Re-advertisement)

EASTGATE C/O F CONTROLLED PRIMARY SCHOOL
Bury St. Edmunds
Group 1. Ages 5-9. Number on Roll 42

The school serves a mixed residential area on the north-eastern side of the historic town of Bury St. Edmunds.
Previous applicants need not re-apply as their applications will be re-considered.
The appointment will date from the beginning of the summer term 1984.
Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (a.s.a. please) and completed forms should be returned by 2nd December, 1983. (10218)

Suffolk County Council

PRIMARY HEADSHIPS

continued

BUCKINGHAMSHIRE
SEACONSFIELD/HILTERN
AREARY & ALL SAINTS C
OF E COMBINED SCHOOL
Maxwell Head, Seaconsfield
Group 4
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher which becomes available in April 1984. Applicants must be in sympathy with the aims of this Church of England school and its Christian ethos and should be fully conversant with current educational practice.
Application form and further details available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

HAMPSHIRE
WIMBORNE PRIMARY SCHOOL
Head, N. Fordingbridge, Hampshire, Group 1
School closed 30th April 1984.
Salary scale currently £8,108-£9,137 p.a.
Full details and application form available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ST. PETER'S AND ST. MARGARET'S C.E. JUNIOR DEPARTMENT
Head, Kent
APPOINTMENT OF HEAD
28.11.83
Roll: 50 Group: 4
Applications are invited for the post of Head Teacher to take effect from April 1984 following the retirement of the previous post holder.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

CAMBRIDGESHIRE
NEWBOROUGH C. OF E. CONTROLLED PRIMARY SCHOOL
School Road, Newborough, Peterborough PE6 7J
Tel: Newborough 252
GROUP 2
REQUIRED FOR EASTER 1984: Applications are invited from suitably qualified and experienced candidates for the headship of this Group 2 primary school.
Candidates should be conversant with the aims of the Church of England and should be prepared to take effect from the beginning of the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

PEASLAKE C/E FIRST SCHOOL
Peaslake, Guildford.
HEADTEACHER required from the commencement of the Summer Term 1984 for this Group 1 Voluntary Aided First School for pupils aged 5-8 years.
Estimated N.O.R. (January 1984) 37.
Salary scale £9,108-£10,137 p.a.

Applicants should be communicant Members of the Church of England.
Application form and further details available from Area Education Officer, Area Education Office, 14/15 North Street, Guildford, Surrey GU1 4AF.
Completed applications should be returned not later than 2nd December, 1983.

HAMPSHIRE
NEWPORT JUNIOR SCHOOL
School Road, Aldershot
N.D.R. approx. 350
Required for April 1984.
Applications are invited for the post of Head Teacher for this Group 2 primary school.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

HAMPSHIRE
WIMBORNE PRIMARY SCHOOL
Head, N. Fordingbridge, Hampshire, Group 1
School closed 30th April 1984.
Salary scale currently £8,108-£9,137 p.a.
Full details and application form available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ST. PETER'S AND ST. MARGARET'S C.E. JUNIOR DEPARTMENT
Head, Kent
APPOINTMENT OF HEAD
28.11.83
Roll: 50 Group: 4
Applications are invited for the post of Head Teacher to take effect from April 1984 following the retirement of the previous post holder.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

CAMBRIDGESHIRE
NEWBOROUGH C. OF E. CONTROLLED PRIMARY SCHOOL
School Road, Newborough, Peterborough PE6 7J
Tel: Newborough 252
GROUP 2
REQUIRED FOR EASTER 1984: Applications are invited from suitably qualified and experienced candidates for the headship of this Group 2 primary school.
Candidates should be conversant with the aims of the Church of England and should be prepared to take effect from the beginning of the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

PEASLAKE C/E FIRST SCHOOL
Peaslake, Guildford.
HEADTEACHER required from the commencement of the Summer Term 1984 for this Group 1 Voluntary Aided First School for pupils aged 5-8 years.
Estimated N.O.R. (January 1984) 37.
Salary scale £9,108-£10,137 p.a.

Applicants should be communicant Members of the Church of England.
Application form and further details available from Area Education Officer, Area Education Office, 14/15 North Street, Guildford, Surrey GU1 4AF.
Completed applications should be returned not later than 2nd December, 1983.

HAMPSHIRE
NEWPORT JUNIOR SCHOOL
School Road, Aldershot
N.D.R. approx. 350
Required for April 1984.
Applications are invited for the post of Head Teacher for this Group 2 primary school.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000
Head Teacher for this mixed 11-16 school to be completed by the summer term 1984.
Further details and application forms are available from the Education Officer, 28 London Road, West Amersham on receipt of a stamped, addressed to local post envelope. (10218)

SEVENOAKS DIVISION
SEVENOAKS C.E. JUNIOR SCHOOL
Sevenoaks, Kent
APPOINTMENT OF HEAD
TEACHER
Group 1 roll approx. 1000

Temporary Teacher

(ART & CRAFT & GENERAL SUBJECTS)
£5,178-£8,142

Required at NORTHBROOK COMMUNITY HOME, BEACON LANE, EXETER, for a temporary period whilst a review is undertaken of the CHILD CARE STRUCTURE within the Community Homes setting of Devon County Establishments. You will be expected to bring a new dimension to an already well established Teaching Team, and as the home runs a wide range of extra curricular activities, you would also be expected to offer a positive contribution to this. The opportunity also exists to develop the potential of very retarded pupils and, conversely, at the opposite end of the spectrum, pupils with above average intellectual level, leading to examination. Those with special experience and expertise in major games, outdoor pursuit, music, drama etc. would be particularly welcomed. In addition to salary of £1,056 Community Homes Allowance and £1,868 Excessive Duties Allowance. Please contact MR. R. TYLER, HEAD OF EDUCATION (during normal office hours), Tel. EXETER 51951, for informal enquiries. Application form (s.a.o. please) from DIRECTOR OF SOCIAL SERVICES, COUNTY HAUS, TOPSHAM ROAD, EXETER, returnable by 2nd December, 1983.

DEVON



(8084)

Leicestershire COMMUNITY WORKER

Social Services
Based at North West Leicestershire Area Office, 43 London Road, Coalville, Leicestershire.

Salary/Benefits: £5,178-£8,142 - £D,430 per annum, depending on experience and qualifications.

A qualified and/or experienced Community Worker is required to work in an area which carries an interesting variety of Urban and Rural Communities. With the gradual run down of the local Coal Mining industry, increasing social and economic problems will come to the fore.

Previous Community Worker, in partnership with Area Social Worker colleagues, have formed a considerable network of links within the community, including in the setting up of voluntary agencies and groups and it is expected that the postholder will continue to work with these groups and the local community to develop alternative support systems within the District.

Essential Car User Allowance with car loan facilities. Applicants must hold a current driving licence.

Regular supervision and support is available within the Area Office.

For an informal discussion and further information please contact David Barnett, Area Director or Barry Davies, Deputy Area Director on Coalville (0533) 810521.

Post reference number 21A/816.

In approved cases, removal expenses up to £800, hotel, house agents and mortgage fees up to £1,770, lodging and travel allowance of up to £24.50 per week for a period of 13 weeks and subsistence allowance of up to £156 will be reimbursed.

Application forms and further details from the Director of Social Services, Personnel Section, County Hall, Sheffield, Leicestershire, Leicestershire (0533) 810521, ext. 280.

EQUAL OPPORTUNITIES POLICY
Applications are welcome from any qualified and/or experienced person regardless of race, ethnic origin, sex, marital status or disability.

YOUTH WORKER (full-time) (Two posts)

Portsmouth Youth Centre
Ref No: EDU/1433/CO

Glebe Road Youth Centre
Ref No: EDU/1418/CO

Salary: JNC 3 (1-5) £7,485-£8,415

Assistance with removal expenses where appropriate.

Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers.

Further details and application form, returnable by 2nd December, from Director of Personnel (Tel: Bristol 230565 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS89 7HE.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

(8209)

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Community Homes and Associated Institutes

Other Appointments

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
WOODSIDE COMMUNITY HOME

Woodside Hill, Keston, Kent

Required in Kent as a possible Assistant Headmaster/Assistant Headmistress in a primary school.

Applicants should have a minimum of 5 years' experience in a similar post.

Applications in writing to the Director of Education, Woodside Hill, Keston, Kent, by 2nd December 1983.

Salary: £5,178-£8,142

Further details from the Director of Education, Woodside Hill, Keston, Kent, by 2nd December 1983.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

(8209)

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

LIVERPOOL

CENTRAL BOYS CLUB
Liverpool 8

Salary: J.N.C. Scale 3

APPOINTMENT OF YOUTH LEADER

Applications are invited from young people aged 16-25, who are interested in working with young people in a voluntary capacity.

Further details from the Director of Education, Central Boys Club, Liverpool 8, by 2nd December 1983.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

(8209)

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

NORTHAMPTONSHIRE

CVS (NORTHAMPTON & COUNTY)

Requires a DETACHED YOUTH WORKER

to work on a 3 year contract in the Northampton area.

Salary: £7,485-£8,415

Further details from the Director of Education, Northamptonshire CVS, Northampton, by 2nd December 1983.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

(8209)

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

SHROPSHIRE COUNTY COUNCIL

RE-ADVERTISEMENT

YOUTH SERVICE

Due to the promotion of the present holder of the post, the post of Youth Worker is now vacant.

Salary: £7,485-£8,415

Further details from the Director of Education, Shropshire County Council, Shrewsbury, by 2nd December 1983.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

(8209)

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

Avon COUNTY COUNCIL

